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THE READING TEACHER

New Ways of Helping Poor Readers

In This Issue:

Program of the Second Annual Convention

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The Reading Teacher

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Guest Editor

The guest editor for this issue is Dr. Albert J. Harris, long recognized as one of the leading authorities in the teaching of reading. Most teachers know him through his writing, especially his textbook, *HOW TO INCREASE READING ABILITY*, which is now in its third edition, thoroughly revised, enlarged, and reset in a new format. It still is one of the most practical books on the teaching of reading, and it is for this practicality that teachers like the book and respect the author. Dr. Harris is president-elect of IRA. He has been president of both the International Council for the Improvement and the National Association for Remedial Teaching, which merged, January 1, 1956, to form the present International Reading Association. He has planned a series of six articles, written by persons who are actually doing *new* things in remedial reading. I am sure you will find them stimulating and challenging.

In 1957-58

This is the final issue of *THE READING TEACHER* for this school year. We hope you have enjoyed reading the four issues of the volume and that you will continue as a subscriber for the coming school year, bringing in your friends and associates as new subscribers of *THE READING TEACHER* for 1957-58.

Tentative plans are now being made for next year's issues. Your Publications Committee and members of the Editorial Advisory Board met at Atlantic City, February 17, to discuss ways and means of meeting your needs in the teaching and improvement of reading. A new policies and planning committee on publications met in New York, March 30, to discuss ways of making our publications really effective and worthwhile. This committee consists of Dr. Nila B. Smith, chairman, Dr. Arthur Traxler, Dr. LaVerne Strong, and your editor. You can help by sending me suggestions and comments concerning the contents which you would like to see in the magazine. Your suggestions for articles and for authors are earnestly solicited.

Are you doing something new? Why not share what you are doing with your fellow members of IRA? There are thousands of teachers throughout the United States and Canada who are always coming up with something different and more effective in their reading activities. Many times some of these people think that they can't express themselves and so put off any notion of writing. In reality, if they tried seriously to put down some of their thoughts, they would discover how easy writing can be "when one is loaded." Writing is like shooting a gun, nothing happens when it isn't loaded.

Won't you let me hear from you soon?

J. ALLEN FIGUREL
Editor

Feature Theme:**New Ways of Helping Poor Readers****Introduction**

THE FUNDAMENTAL principles involved in understanding the problems and needs of children with reading difficulties and helping them to learn more effectively do not change, but new patterns of action are continually being evolved. Ways of helping teachers to become more competent in both diagnosis and remedial help are being explored in many ways, and in many places. The articles which follow were selected to point up some of the newer developments that have come to my attention in the New York area.

The first two papers describe new approaches in understanding children. Richard and Thomas Boning, both reading consultants in Baldwin, New York, describe a method for exploring the way children feel about reading, which has been used successfully in several classrooms. Professors Florence Roswell and Jeanne Chall of The City College describe a new approach to word recognition problems in which the emphasis is on simplification, both in diagnostic testing and in corrective teaching.

In New York City a great many interesting ideas about reading are being tried out, at all school levels. Dr. Nancy Young, a curriculum specialist, gives a bird's-eye view of many

of the ways in which the world's largest school system is trying to solve the problem of reading disability. Then Mrs. Grace Goodell, a reading consultant, describes one of the newest projects, a coordinated remedial service which places great emphasis on work with classroom teachers and parents. Mrs. Shelly Umans, a junior high school remedial reading teacher, describes a way of carrying a remedial program right into the classroom and helping teachers to become competent to help their poor readers. This is just one of several patterns for helping classroom teachers which remedial teachers in New York have evolved.

Many schools have tried the idea of placing a good teacher in with a small class of severely disabled readers on a full-week basis, but few if any accounts of what happens in such a class have been published. Mrs. Helen Grand, an experienced teacher and guidance worker now taking advanced study in school psychology, tells what it is like to be the teacher in such a class.

These, then, are some of the things happening on the frontier in remedial reading. May they stimulate you to develop even better ideas!

ALBERT J. HARRIS
Guest Editor

I'd Rather Read Than . . .

Thomas Boning
Richard Boning

READING CONSULTANTS
BALDWIN PUBLIC SCHOOLS

TEN-YEAR-OLD Ruth looked up from her Incomplete Sentence Projective Test. "Can I write anything I want?" Ruth wanted to be certain that she could write exactly the way she felt.

"Anything you like, Ruth," answered Mrs. Terry, her fifth-grade teacher, "as long as it is the way you feel. There are no right or wrong answers. Just answer them quickly, whatever you think."

Ruth had answered sixteen of the questions. When she came to question number seventeen, however, she was at a loss. What to do? It came to a choice of values. The question? I'D RATHER READ THAN. . . . What was it that Ruth would rather read than do? There must be something. Minutes passed. Reassured by Mrs. Terry's friendly smile, Ruth finally wrote, "I wrath get bet by a snake."

The answer was confusing. Which did Ruth prefer, reading or the snake bite? Ruth hastened to assure her teacher that she really meant that reading was better than being bitten by a snake. It merely had not come out the way she had intended. On Ruth's scale of values reading was less painful than few things other than a snake bite.

Ruth, you know by now, is the little girl who spends her "recreational" reading period trying to select a book. Her search always seems to last forty minutes—the length of the reading

period. Ruth would examine each book with the thoroughness of a prospector seeking a lode of valuable ore. Her efforts had given a previous teacher the feeling that she was an unusually discriminate reader with perhaps a literary taste that fell beyond the bounds of normal reading interests. Unfortunately, however, the bell would always interrupt her just when she appeared on the verge of a real find.

The day that Mrs. Terry received Ruth's responses was the first time that she had used the Incomplete Sentence Projective Test with her class. She used it many times afterwards, but always she was surprised by the directness with which youth speaks. Underneath it all there was a mild sense of pride in the knowledge that her relationship with children was so firmly established as to allow for honesty.

Most of the attitudes, Mrs. Terry noted, fell quite within the range of "normal expectancy." An examination of the responses that she and other teachers had collected revealed healthy self-concepts to be in the majority. There were the expected number of fears, doubts, and problems with which children are commonly confronted. Favorable attitudes toward reading were numerous. Some children had revealed an indifference to reading. A few were actively hostile to it.

Origin and Administration of Test

Dr. Ruth Strang had recommended an incomplete sentence test in her book, *Problems in the Improvement of Reading*. We had added some questions and deleted others, and Mrs. Terry was one of the teachers using it.

1. Today I feel
2. When I have to read, I
3. I get angry when
4. To be grown up
5. My idea of a good time is
6. I wish my parents knew
7. School is
8. I can't understand why
9. I feel bad when
10. I wish teachers
11. I wish my mother
12. Going to college
13. To me, books
14. People think I
15. I like to read about
16. On weekends I
17. I'd rather read than
18. To me, homework
19. I hope I'll never
20. I wish people wouldn't
21. When I finish high school
22. I'm afraid
23. Comic books
24. When I take my report card home
25. I am at my best when
26. Most brothers and sisters
27. I don't know how
28. When I read math
29. I feel proud when
30. The future looks
31. I wish my father
32. I like to read when
33. I would like to be
34. For me, studying
35. I often worry about
36. I wish I could
37. Reading science
38. I look forward to
39. I wish
40. I'd read more if
41. When I read out loud
42. My only regret

The administration of the test had not offered much of a problem. "Here is YOUR chance to write exactly the way you feel. You may write anything you like but it must be just what you think," was a preliminary statement that one teacher found effective. Children were encouraged to answer all questions, to do them in order, and to do them rapidly.

Attitudes Toward Reading Evident in Responses

To the teacher of today, how Johnny feels about reading is extremely important. Teachers know that continuous reading development is closely interwoven with the role that reading plays in a child's life. The Incomplete Sentence Test is one way of getting at attitudes. Identification of attitudes is the initial step. Efforts to change or reinforce attitudes can follow when we know how Johnny feels toward reading.

We might examine a few of the responses gathered.

TO ME, BOOKS...

"make me feel like I'm there."

"are wonderful."

"are okay."

or

"are just a bunch of pages."

"are awful."

"are my enemies."

I LIKE TO READ ABOUT...

"mysterious mysteries."

or

"nothing."

WHEN I READ OUT LOUD...

"I get more interested."

"I read good."

or

"I hate to."

"I get more nervis."

"I stumble."

WHEN I HAVE TO READ, I...

"am proud."

"feel good."

or

"get jumbled up."

"hate myself."

I'd Rather Read Than

Perhaps the most revealing responses are those received in answer to I'D RATHER READ THAN... This statement attempts to get children to place reading on a scale of values. What would a child rather read than do? For some it is not easy to answer. Does the youngster prefer reading to a pleasurable activity such as eating? Or does he compare reading with something less appealing, like "do nothing." Or is reading only preferred to an odious chore such as "doing the dishes," or "getting a haircut"? Or is reading only *better* than the most dreadful experience that the mind can envision—"get drowned," or "I rath get bet by a snake." Where does reading fall on the scale of values?

Self-Concepts Seen in Responses

Added insight into even more fundamental feelings of children are often gleaned from the responses to the Incomplete Sentence Projective Test. One teacher observed that the self-concept often appeared pathetically low among those who felt totally inadequate in a reading situation. An-

other classroom teacher directs our attention to her finding that hostile attitudes towards reading are often accompanied by similar attitudes toward the school and the teacher. They offer the following illustrations:

I WISH MY PARENTS KNEW...

"no good i am."

I WISH TEACHERS...

"wer never invenned."

I CAN'T UNDERSTAND WHY...

"im dum."

THE FUTURE LOOKS...

"lick treble" (like trouble).

I WISH...

"people didn't hate me."

or, almost pleadingly

I WISH...

"someone help me read."

Teacher Observations Confirm Validity of Responses

Teachers employing this test report a consistency between the written response and the child's actions. The avid reader almost always makes his warm feelings toward reading evident in his responses. Among those not warmly disposed toward reading, only a few attempt to conceal their real feelings. "More often than not," one sixth-grade teacher reports, "with those who pretend to enjoy reading, the test itself is able to trap the truth." This sixth-grade teacher went on to write of a boy who professed throughout the test that reading was his favorite activity, almost his singular enjoyment in life. When he had to place reading on a scale of values he wrote I'D RATHER READ THAN ... "get canser."

Under What Conditions Would Children Read More?

Classroom teachers are anxious to find effective ways to further recreational reading. Children themselves can supply helpful clues to the answers that we so earnestly seek. Let us examine some of the responses of children. What do they say in answer to I'D READ MORE IF...?

One little girl whose previous responses indicated something less than enthusiasm for reading replied with charming candor, (IF) "I liked to read." Similar answers are found to the same query, (IF) "it was fun." Some replies go a step further and state that the displeasure lies in the difficulty that reading poses for them. I'D READ MORE IF . . . "books weren't so hard," or (IF) "I could read better," or (IF) "I knew what I was reading about." Another replies (IF) "books weren't so fat." Suggestions for the classroom teacher are inherent in responses of this kind.

Particularly frequent were responses indicating that a time element was a responsible factor in limiting their reading. I'D READ MORE IF... "I wasn't so busy," or (IF) "I didn't get so much homework," or (IF) "there wasn't any TV." One responded amusingly, I'D READ MORE IF... "it would rain more often."

The number of responses stressing the limited time available for reading increased with the grade levels of the children answering the Projective Test. Certainly, competitive interests and duties vie with reading for time

in a crowded daily schedule as children advance through the grades. Most people, however, are able to find some time for the activities they really enjoy. Children do manage to find many hours per week to watch television! Responses that ascribe limited reading to a lack of time suggest that a careful examination of a child's daily schedule is in order. We not only want to know how much free time Johnny has, but what he does with it.

I'D READ MORE IF... "I could find better books." Can we tell if this child regards reading as pleasurable by this response? Probably not. Taken at face value, however, it would suggest that if he were to be placed in contact with books of a greater personal appeal, more reading would result. I'D READ MORE IF... "I could read about horses" conveys more than the previous response and goes further in helping to suggest something specific to encourage wider recreational reading for this child. The same holds true with these replies, I'D READ MORE IF... "I could get a book on space men," or (IF) "there was a book on dancing."

I'D READ MORE IF... "my eyes didn't hurt." One writes, I'D READ MORE IF... "I didn't get a pain," another (IF) "I didn't get headaches." Certainly, such responses suggest the need for further inquiry and possible professional examination.

Concluding Statements

It is important to determine attitudes toward reading as well as to determine reading skills.

A preliminary step to changing or reinforcing attitudes is that of determining attitudes.

The validity of responses to the Incomplete Sentence Projective Test depends in part on the relationship between the teacher and the child.

The results of the test must always be checked by careful teacher observation.

Attitudes toward reading cannot be seen apart from a total child outlook.

The value of the test lies only in what is done with the insights gleaned.

• • •

Helping Poor Readers with Word Recognition Skills

Florence G. Roswell
Jeanne S. Chall

• THE CITY COLLEGE OF NEW YORK

INACCURACY in word recognition is the major stumbling block among poor readers. If a fourth grader with normal intelligence cannot answer questions about a story in a second grade reader, it is rarely because he does not "get the meaning." It is much more likely that he fails to recognize or misreads too many words. Thus he fails to make sense out of a simple story which he could easily understand if it were read to him.

In our Remedial Reading Service, where we treat many children each year from elementary and secondary schools, almost every child presents a problem in word recognition. Even the senior high school students with low scores in comprehension and speed, upon closer study, show poor discrimination in the more advanced aspects of word recognition. They confuse such words as *causal* for *casual*, *commendation* for *condemnation*, *argue* for *agree*, *colonial* for *colonel*, and often leave out a crucial "not" or a prefix "un." With such

errors, it should not surprise us that they often miss the point of a story. The first step, then, in helping poor readers is to teach them accurate word recognition. Without it, meaning and speed are impossible.

The What and When of Word Recognition

The following is an excerpt from a report by a teacher attending an advanced workshop in remedial reading. "The teacher's manuals of basal readers are wordy and spread out for endless pages. Their lists of purposes and goals have not made it easy for me to get a clear picture of what we are trying to teach children at what level, and why."

This statement, usually in milder form, is voiced by many. Why? Perhaps in our desire to communicate to teachers the complexity of the reading task, we may have overcomplicated the issue. In presenting them with fuller textbooks, more detailed manuals and suggestions, we may be

confusing them. Without a firm knowledge of the essentials, it will be difficult to recognize or provide for individual needs.

What are the essentials? What should be taught and when? We offer the following as a guide to the teacher. Together with Table I, it presents a simplified overview of fundamentals in word recognition.

First, start with a sight vocabulary and continue to expand it. Second, teach the use of picture and context clues as a further aid to recognition and comprehension. Third, introduce the child to word analysis in a fairly systematic order. The table below may be used as a guide.

The table presents only the minimal skills in word analysis. We arrived at this simplified list of skills because of the limited time we have for treating poor readers in our Remedial Reading

Service. We have been concerned, not with a comprehensive, all-encompassing list of skills, but with those minimal ones that can be taught in about 40 sessions — the average number of hours our graduate students see each child. Our experience has indicated that if a child masters these skills, he is able to attain a considerable degree of independence in word recognition.

How to Test Needs in Word Recognition

Standardized silent reading tests do not indicate a child's specific needs in word recognition. They can help only in a broad way. For example, if a child in the fourth grade scores second grade level on a standardized test, we can approximate that he probably knows consonant sounds and will need help with consonant blends, vowels, and later with syllabication. However,

Table I. A Simplified Table of Word Analysis Skills

<i>Reading Levels</i>	<i>Word Analysis Skills</i>
Readiness	Auditory discrimination, hearing rhymes and beginning sounds
Primer to high 1st reader	Consonant sounds: discrimination and associating the sounds with the letters. Simple word families, e.g., <i>and, ake, it, an</i> Endings: <i>s, ed, ing</i> Very simple compounds: e.g., <i>something, into</i>
High 1st	Consonant blends: e.g., <i>ch, st, sh</i>
Low 2nd to high 2nd	Short vowels Endings: <i>ly, er, est</i>
High 2nd to low 3rd	Long vowels Rule of silent <i>e</i> Vowel combinations
High 3rd to high 4th	Syllabication

this is only a guess which should be checked.

Two simple tests can be used for this purpose—a test of connected oral reading and a diagnostic test of specific word analysis techniques.

Standardized tests of connected oral reading like the Gray¹ and Gates² afford a more reliable estimate of reading level and word recognition needs than silent tests. Informal oral tests³ based on 100-word selections from three levels of basal readers are especially practical for the classroom teacher. If the teacher records the pupil's errors on a separate copy, as phonetically as possible, he will obtain valuable diagnostic information. In summarizing the results, we have found that it is not necessary to make too detailed an analysis of the kinds of errors made. It is usually sufficient to note whether the pupil used any method of word analysis, and which skills noted in Table I are or are not being employed.

A diagnostic test of word analysis skills should also be given to the poor reader to pinpoint more specifically his needs in word recognition. At our Clinic we have found such tests as the *Gates Reading Diagnosis* and the *Durrell Analysis*⁴ helpful. Most classroom teachers have found them too long and detailed for practical use. Many, therefore, have used informal

devices based on "phonics" word-books. To provide the classroom teacher with a quick check of word analysis skills, we have developed a short diagnostic test.⁵ Experimental use in classrooms and wide use in our Clinic has shown it helpful in indicating the pupil's needs in fundamental word analysis skills.

The importance of oral tests, both connected reading and diagnostic, cannot be emphasized enough. Without such tests we may conclude that a sixth-grade pupil who achieves 3.2 on the word meaning section of a standardized silent reading test needs help in word meanings. In reality, he may have an excellent meaning vocabulary, but fell down on the standardized silent reading test because of faulty word recognition. With diagnosis of his word recognition abilities, we can give him the kind of help he needs. The same pupil may also score third grade on the paragraph reading section of the standardized reading test. Does he need help in "understanding" what he reads? Further oral testing may indicate that he can understand the material very well, especially if he has average intelligence. The low score probably resulted from poor recognition.

How to Teach the Skills that are Lacking

To help the poor readers, the teacher should be clear in his own mind about the sequence of skills he will follow. Then, he should know

¹ *Gray Standardized Oral Reading Paragraphs*, Public School Publishing Co., Bloomington, Ill.

² *Gates Reading Diagnosis Tests*, Bureau of Publications, Teachers College, Columbia University.

³ See Harris, Albert J., *How to Increase Reading Ability*, Third Edition, New York, Longmans, 1956, pp. 156-161.

⁴ *Durrell Analysis of Reading Difficulty*, Revised, World Book Co., New York.

⁵ *Roswell-Chall Diagnostic Reading Test, Essay Press*, Box 258, Cooper Station, New York 3, New York, 1956.

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which of these skills the pupil already has and which are still lacking. Thus, he can use every opportunity to teach the skills that are needed. We offer the following suggestions for teaching:

1. A regular time set aside for instruction in word recognition will be more helpful than informal instruction alone. It may be combined with instruction in spelling. In a recent study of a fifth-grade class, we found about half of the children needed such help. They were instructed in basic word analysis skills, beginning with short vowel sounds, for two 15-minute sessions a week. The pupils enjoyed the program and found it meaningful, since they were aware of their difficulties. They also spent considerable time reading interesting library books at their own level.

2. In teaching consonant and vowel sounds, try to give your pupils vivid, lively associations. Blowing on the window for the sound *h*, and *m* as in monkey, dramatize and enliven these sounds.

3. The short vowel sounds are difficult to teach; therefore, more than the usual patience should be exercised. We have found these short vowel associations very useful: *a* as in apple, *e* as in elephant, *i* as in Indian, *o* as in orange, and *u* as in umbrella.

4. Use a variety of devices to teach sounds. We have found the following games particularly useful: *Go Fish I* and *II*⁸ for teaching single consonants and consonant combinations; *Grab*⁹

for accurate word recognition; and the *Dolch Group Sounding Game*⁸ for vowels. Phonic strips and word wheels⁹ are also useful for teaching word families, consonants, and vowels.

5. Oral and silent reading of interesting books should continue. Such reading reinforces word recognition skills and builds a sight vocabulary. The books should not be too difficult from a word recognition standpoint, but the content should, when possible, be on the child's social and mental level. With the recent adaptations of favorite stories and classics, this can now be achieved better than in previous years.¹⁰

6. Try to avoid ruining a story for the pupil by over-emphasizing comprehension. It is important to remember that most poor readers' comprehension difficulties stem from word recognition difficulties. They need help in recognizing the words to understand the story. Emphasizing the understanding of simple stories may confirm their unfounded suspicions that they are dull. When we acknowledge that they can understand the story and help them with words they cannot recognize, we show them that there is nothing wrong with their reasoning.

The exceptions, of course, would be with children of retarded mental de-

⁸ Garrard Press, Champaign, Illinois.

⁹ See Harris, *op. cit.*, pp. 379-380.

¹⁰ Florence G. Roswell and Jeanne S. Chall, *A Selected List of Materials to be Used With Reading Disabilities*, The City College Educational Clinic, New York, New York.
George Spache, *Good Books for Poor Readers*, Gainesville, Florida: Reading Laboratory, University of Florida, 1954.

⁶ Remedial Education Center, Washington, D. C.
⁷ Dorothea Alcock, 324 E. College Street, Covina, California.

velopment, children from bi-lingual homes, and those from very deprived cultural backgrounds. Here, of course, comprehension of content cannot be assumed.

7. Oral reading is particularly recommended. It keeps the teacher informed of the progress pupils make in sight vocabulary and word analysis skills. In addition, it is excellent for teaching how one actually applies skills. And finally, if the teacher supplies unknown words, many new words are learned.

8. At all times keep the poor readers on a balanced reading program containing oral and silent reading. Do not stop all other activities though time is spent on word analysis.

9. Our final suggestion is to expect variations in learning ability. For children who cannot retain what they learn, avoid overdrill. For example, we have found that drill to clear up confusions of such words as *want* and *went*, *then* and *when*, *they* and *their*, often results in more confusion than clarity.

Children with Extreme Difficulty in Word Recognition

There are some children who have considerable difficulty in developing independence in word recognition, although they were exposed to an adequate reading program and put forth the expected amount of effort. Analysis of their learning problems frequently reveals an inability to blend sounds together. For example, if we ask these children to listen to separate

sounds such as *s-i-t*, or *h-a-t* and then say the word they heard, they are unable to synthesize the sounds to form the words *sit* and *hat*.

Many hypotheses have been posed to explain this, among them, slow maturation. However, regardless of causation, when a child is unable to blend sounds together, he will usually experience extreme difficulty in acquiring independence in word attack. Both teacher and child will feel frustrated and disappointed if the usual word analysis program is followed. In such cases, we suggest the teacher emphasize the following: (1) teach a sight vocabulary; (2) teach consonant sounds and word families; and (3) keep the child reading interesting, mature books, on his reading level.

In many cases after a few months, sometimes a few years, blending ability develops. The children can then profit from the sequence of skills outlined earlier in this paper. At our Clinic, many of the children between the ages of 10 and 14 have had to be taught consonant combinations and short vowel sounds, skills usually taught in the second grade. It is our conjecture that they had been instructed before, but were unable to grasp it at the time.

Conclusion

In all our experience we have rarely found a child who could not profit from patient, systematic instruction in reading. If the teacher has a clear idea of what to teach and confidence in the child's ability to learn, then the child will learn.

A Look at Some of the Reading Programs In the New York City Schools

CURRICULUM CONSULTANT
Nancy Young ● BUREAU OF CURRICULUM RESEARCH
BOARD OF EDUCATION, NEW YORK CITY

THE IMPROVEMENT of reading was set as a major goal for the city schools when Dr. William Jansen, superintendent of schools, issued a circular in his 1955-56 series entitled *Improvement of Reading — A Job for Everyone*. In this circular Dr. Jansen urged a system-wide attack on reading problems in which every school would re-examine its reading instruction and consider possible improvements. This paper will attempt to survey some of the continuing programs and some of the new developments.

Space limitations make it impossible to include all that is going on about reading in a vast school system. Overall direction and responsibility remains with the three school divisions, elementary, junior high school, and senior high school, but it is expected that each school, under the leadership of the principal, will take the initiative in developing a program geared to its special needs. Several bureaus, including the Bureau of Educational Research, the Bureau of Curriculum Research, the Bureau of Child Guidance, and the Bureau of Educational and Vocational Guidance, make important contributions to the total program which enrich the schools' resources but cannot be de-

scribed in this short report. Nor is it possible to describe more than a sampling of the school programs now operating.

Dr. Jansen hopes that a concentrated attack on reading will yield a high return. Budgetary appropriations which he has sponsored have made it possible to establish reading-guidance clinics and summer school reading programs, and to increase the number of reading teachers and consultants.

The major objective, however, is centered in the development of an articulated program in reading aimed toward the integration of all school levels and curriculum areas. Eventually such a program should result in higher reading accomplishment and should tend to diminish the present need for the remedial emphasis in reading.

In Elementary Schools

To help the schools provide for effective instruction that will reach all pupils, two types of extra service are provided: instruction for retarded readers by remedial reading teachers assigned to individual schools; and assistance in promoting developmental

This paper was compiled from reports of the different school divisions and bureaus of the Board of Education and from the publication, *Curriculum and Materials*, December 1955 and April 1956 issues.

reading programs through the help of reading consultants who are assigned to the offices of the 25 district superintendents located in five city boroughs.

Remedial Reading Program. The Elementary Division has 118 remedial reading positions to service children of normal intelligence who are retarded in reading. Qualified teachers are selected from the school staff and are given special training.

After a careful process of testing and diagnosing, children above the third grade with a reading retardation of a year or more, are given individualized reading instruction based on their needs. These children meet in groups of six to eight for one hour each day. Materials of instruction include a graded series of Remedial Reading Unit Books, supplemented by a variety of attractive books of all types, children's periodicals, teacher-made experiential materials, games, devices, and other supplementary materials.

In addition to small group instruction of four hours daily, the remedial reading teacher extends her services during the fifth hour to include assisting the classroom teacher with reading problems, testing new entrants for proper grade placement, holding workshops and conferences with teachers and parents, and assisting in the evaluation of reading materials for the school. This maximum use of the remedial reading teachers contributes to the general improvement of the school reading program.

Reading Consultant Program. Read-

ing consultants are responsible for helping with the total developmental reading program in the schools. Their duties include: teacher training, especially in the ways of differentiating instruction to meet individual needs; selecting appropriate materials for the particular school; setting up centers of interest and district exhibits; giving in-service courses; implementing Board of Education bulletins; giving talks to parents; and helping with remedial services.

Summer Elementary School Project. As a continuing phase of the remedial program, a summer elementary project was inaugurated in 1955, with three elementary schools participating. This number was increased to 16 schools in 1956. The personnel of each center included a teacher-in-charge, two psychologists, a research teacher, ten reading teachers and a clerk. The teachers were carefully selected on the basis of training, experience, and personal qualifications. Children were taught in groups of four to six for one hour daily, 9 a.m. to 1 p.m., with time provided for parent consultation. Instruction in reading was based on a careful diagnosis of individual needs, deficiencies, and interests.

That the project would be highly successful was evident almost from the start. The rooms were attractively decorated and were well supplied with a wide collection of reading materials, interesting games for developing reading skills, and teacher-made material based on the interests and experiences of the children. The friendliness, warmth, and patience of the teach-

ers in establishing a wholesome learning situation; the willingness of the parents to cooperate; the spirit of helpfulness and efficiency maintained by the teacher-in-charge — all these contributed to the atmosphere of encouragement and achievement that prevailed.

Results for the summer school program compare favorably with those for the school year remedial program. Improvement as measured by standardized tests indicates that most of the children raised their functioning level considerably, and there was overwhelming evidence of intangible gains. These included improved attitudes toward reading as shown by eagerness to take books home; increased self-confidence; better social adjustment; willingness to sacrifice playtime and summer treats to attend regularly; increased independence; and improved relationship with school and teachers.

Progress reports for each child were sent to the home school in September so that follow-up assistance could be planned. This follow-up was carried on by the reading consultants. As a result of this study, more intensive efforts were made to investigate and to provide special services for those children who seemed to be retrogressing or making no progress.

Special Reading Services. A third type of service is being explored in the Study of the Relationship between the Emotional Problems of Children and the Learning Process. This project has been operating since 1955 under the joint jurisdiction of the Elementary School Division and the Bureau of

Child Guidance. The purposes are (1) to determine the extent to which the application of mental hygiene principles to the learning situation will increase the pupil's level of achievement as well as improve the pupil's general adjustment to school and home; and (2) to diagnose reading disabilities of severely retarded readers and to provide for an instructional program to meet reading needs within the framework of the classroom situation.

In November 1955, a pilot clinic was set up in a Manhattan school. Psychiatric and psychological services were made available. The regular teachers of the pupils receiving help keep in close communication with the teachers and other members of the clinic staff; they have the opportunity to observe the pupils while in the clinic and to participate in conferences and workshops. An interpretation of the findings on a case is given to the classroom teacher in order to help her in planning classroom activities to meet the needs.

The success of the pilot clinic prompted the opening of a second clinic in a Brooklyn district in October, 1956. Data from the results thus far indicate that when the personal-social adjustment of a child improves because of a better understanding on the part of the school and the home, and a deeper insight is gained into his difficulties, concomitant areas of learning improve. Project plans call for further evaluation of the children's progress in response to the total clinic program.

In Junior High Schools

One period a week is assigned in the program for every class in every junior high school for the teaching of specific reading and study skills. In each four-or five-period subject area, one-half period is assigned to teaching reading within that subject. In addition to this all-school emphasis, provision is made for remedial instruction.

City-wide tests in reading are given to all pupils in Grade 6 and Grade 8. On the basis of these results, plus teacher judgment and cumulative record reports, pupils are grouped for remedial instruction.

In 1956, one extra position for remedial reading teaching was given to each of 73 junior high schools in which the median reading grade was low, and an additional extra position was given to five schools in which the reading grade was lowest. In the program of remedial teaching, small groups of pupils (6-10) meet with the teacher apart from the classroom situation; some groups meet every day, others two or three times a week. Special funds are provided for the purchase of materials needed for the work.

In many schools, the remedial teacher extends her services to assist in the regular classroom; to demonstrate procedures; to discuss problems with the staff; to help select appropriate reading materials; to plan exhibits; and to interview parents. In-service courses are given in different boroughs of the city; these courses emphasize the developmental as well

as the remedial aspects of the reading program.

Evaluation of instruction is regarded as an integral part of the reading program. Such appraisal is not simply a matter of testing and recording results; it is a continuous procedure involving the use of a variety of techniques, which include the teacher's observations of the many intangible gains that can not be measured by paper and pencil tests.

In Senior High Schools

Though English teachers may justifiably be called upon to provide training in basic reading skills, there is much to be done by teachers of other subject and shop areas if the reading needs of pupils are to be adequately met. The time available to the English teacher is limited. The program is a broad one and the teacher must be concerned also with the teaching of literature. He seeks to develop the habit of reading, to raise standards in the selection of materials, to help pupils gain an appreciation and enjoyment from good writing and to derive from literature, both the old and the new, deeper insights into right thinking and better living.

Since reading occurs in every subject area, teachers have a responsibility and an opportunity to supplement the efforts of the English teacher and to develop basic reading skills required in each subject.

To meet the need of students, the high schools have organized programs of remedial instruction; these vary from school to school in organization

and in procedure. In one type program, new admissions (in both the 9th and 10th years) who are retarded in reading are programmed for daily special classes which replace regular English classes in the students' programs. In the 11th and 12th years, students are placed in special classes for two periods a week but take regular English as well.

In the daily-instruction special class, attention is not devoted exclusively to reading, though reading receives the major emphasis. Other aspects of English instruction are carried on, closely related to reading and directed toward its improvement. In the two-period class, instruction is focused sharply on reading. The students chosen for these classes are seriously retarded readers whose weaknesses are considered remediable. All students are interviewed in advance, and are scheduled for reading classes only if they wish to enter them.

The teachers of these classes use a variety of approaches appropriate for the mature student, and have available a collection of materials which include simplified versions, supplementary texts, trade books, magazines, and mimeographed materials based on class work. Teachers new to the program are given training through a workshop conducted by the department chairman and the teacher who serves as reading coordinator.

In another high school pattern, a school-wide program enlists the aid of all departments. A reading council is set up, consisting of representatives from the departments of English,

social studies, mathematics, science, industrial arts, and the librarian. To emphasize the need for reading help for students, the council analyzes the reading level of the textbooks used in the classes. The results are brought to the attention of the faculty at a general conference and the cooperation of all teachers enlisted. Vocabulary lists are prepared for all subjects, as well as reading worksheets in the different content areas. To provide guidance for teachers, the reading coordinator and the English chairman conduct meetings on reading for other instructional departments.

The Vocational High School Division has assigned a remedial reading position to each school. The program is a balanced one, providing for (a) continuing diagnosis and evaluation through standardized and informal tests, both oral and written; (b) instruction in basic skills in word recognition and attack as well as comprehension skills; (c) application of these skills in practical reading situations — information on the armed forces, jobs, driver education, etc.; and (d) a free reading program using the facilities of class, school, and public libraries.

The program's continued development is dependent upon many factors, one of which is receiving special emphasis at this time: the building up of a varied, practical collection of materials. A reading center has been set up in one of the vocational schools, where teachers can visit and examine materials, and discuss the appropriateness of different items with the

teacher assigned to this center.

A consistent attempt is being made to build a broad program in reading and literature. The teachers feel that the students in the vocational high schools must not be short-changed, but that every opportunity must be given to them to develop the emotional and spiritual security that the reading of literature can impart.

We are still far from achieving our main objective, the development of an

articulated program in reading covering all the school levels and all curriculum areas. But with increased interest generated by the programs explained in this article, it should not take too long before teachers and parents of the boys and girls of New York City will see a decided improvement in their reading abilities. This will be particularly true for thousands of them cared for in the reading centers.

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A Reading Counseling Service

Grace M. Goodell

READING CONSULTANT
NEW YORK CITY

AS A READING consultant, it was my responsibility to help the 663 teachers of the 21,706 children in 24 elementary schools to improve reading instruction. How could I, and the four remedial reading teachers assigned to our district, make a dent in this problem? And particularly, how could we reach the disabled readers in the many schools to which no remedial teacher could be assigned? Our district superintendent, Dr. Joseph O. Loretan, worked out a plan for a Reading Counseling Service in which work with parents and classroom teachers was at least as important as work with the children, and in which responsibility was transferred to parents and teachers after a relatively brief period of time. The cooperation of many others in the Board of Education helped it to become an actuality.

This Is What We Planned

Our plan had several aspects.

- Children would be taken on, six at a time, for a six-week period during which they would be seen for a two-hour period once a week. In these sessions the emphasis would be on developing more favorable attitudes toward reading, starting them on a good remedial program, and making as detailed a diagnostic study as possible.
- Both during the six-week period and after it each child's teacher would be provided with concrete and detailed suggestions about reading activities which the child could carry on with her guidance and help. We would hope in this way to give teachers new understandings that would

favorably influence their work with other children also.

- During the six-week period the parents would meet in a group with a guidance worker whose purposes would be to help them change their attitudes toward their children and the school, and to help develop a better home climate for the child.

- Each parent would also be interviewed by a social case worker, and when necessary, be assisted in finding kinds of help that schools cannot give.

- The support of two citizens' groups in the school district would be sought. They could provide some supplementary financial aid, and discussing the project with them would help to further the closeness of school and community.

- After a child would complete his six weeks, his teacher would be visited at six-week intervals and given further help if needed.

Selection of Children

The results of the standardized reading and intelligence tests given in the third and sixth grades were studied to find the names of the children who seemed to have substantially higher intelligence than reading ability. The four remedial teachers visited the schools, administered an informal textbook test, studied the school records, conferred with the teachers, and recorded their findings. On the basis of their reports the first few groups were organized.

This Is the Way We Operate

If you were to visit our reading service you would hear a hum of activity in each of three rooms. Although these rooms are in a very old building we have tried to create a cheerful, informal atmosphere by the use of bright colors and varied materials.

There is a room where the parents of the six children assigned to this session sit around a table. We have as leader of this group, our guidance counselor, whose personality is so winning that the chips on the shoulders of some parents soon fall off. In this room she works to change adverse parental attitudes toward the child and toward the school. "Why isn't he like his brother? All S's on his report card," and "Why wasn't I told sooner?" lead into group discussion on the harmful effects of disparaging comparisons and parental responsibility in studying and checking on a child's progress.

Emphasis is placed on activities that will be conducive to creating security. Work-sheets and instructions for using them are given for home use. These are planned to reinforce a needed reading skill and are easy enough to insure success and yet have a challenging element. A lending library of reading games is part of this operation. At each session a new game is taught to the parents. The game, *Go Fish*, used to reinforce the consonant blends, is a favorite and brings a gale of laughter when one of the parents makes a mistake in playing it. The leader is quick to make a mistake also to cover any em-

barrassment. The Dolch game of *Vowel Lotto* and *Tic, Tac, Toe*, a game used as a drill on basic sight words, point up the fact that learning to read is not a simple process. The use of the games at home is also a big factor in building a good family climate since everyone gets into the act. Father plays, grandma plays, and when Johnny wins everyone is pleased, especially Johnny.

After a few weeks of parent counseling we hear, "I don't hit him over the head anymore when he doesn't know a word" and "I've learned to stop helping him when I feel I'm losing my temper."

Although the work we do with the children is important, this work with the parents is perhaps even more important. Without their interest, help, and understanding, our work with the children would be only partly successful. As an aid to understanding, the parents are taken into the rooms where their children are working. This is what they see in the adjoining room.

The two teachers are experienced remedial reading teachers. The parents are not in this room long before they recognize the qualities that make these teachers especially suited to the work. "I never thought I would see my child's hand go up. I can hardly believe it," came when a mother saw a hitherto non-participating child drawn into a reading activity. "When I looked for her she was reading a book. This never happened before," was the result of interest, encouragement, and the ability of the teacher

to match the right material to the child.

When the six children arrive they sign in, pin on name cards, return books and talk with the teacher and one another. Then they are called together for the first activity. This is a whole group lesson of an experiential nature and is planned and developed around some particular area of interest, such as *The Dancing Mothballs*, a science experiment, used to develop understanding of compound words and syllabication principles. The reading charts developed during these experiences and the materials used are later placed in the independent activities workroom across the hall. While one teacher conducts the experiential activity the other teacher is observing and taking notes. This activity gives us insight into: (a) the child's degree of participation and interest in a group lesson; and (b) his reaction to this type of reading activity and material.

A few minutes to put newly acquired materials in individual envelopes and the next reading and diagnostic activity gets under way. The two children sitting at the desks of the teachers are having their individual conferences. During this conference the teacher gets closer to the child and his problems. She praises him for his accomplishments and draws him into talking about his interests and activities. In a very informal way she is discovering whether he follows through on assignments, whether he has read and understood the book he chose, where he is in the

acquisition of basic vocabulary and word attack skills, and how he performs in book reading. When his conference is over he will go to get the next child and the teacher will record her findings. Each teacher will work with three children during a session.

In the independent work activities room the parents see the other children engaged in one of a variety of activities. Here are a painting easel, a clay center, a game table, a reading center, The Surprise Box, sections with materials and directions for science experiments, and a table set up for finger and spatter painting. This is a place where "doing" and "learning" walk hand in hand.

The reading activities and materials placed at these centers are used to clarify meanings and outline directions and procedures. No emphasis is placed on reading performance but we do note interests, purposeful activity, application of reading skills, and ability to follow a task through to completion. Two student teachers assist in this phase of the service.

The time has arrived to close shop. The parents and children say goodbye until next week. Each has his envelope of materials underarm. The parent has those things that we feel will give her the assurance that she is helping and that the child is learning. The child has at least one book that he *can* read and therefore *will* read. This might be only a short, paper-covered story book but it will spell a successful reading experience for him. "For the first time I found her reading a book alone," said one

mother. "Just think, I read seven books last week," said a child who had taken home a number of these short story books.

The child also has materials for his teacher. There are sheets describing the activities used during the day and worksheets planned to give practice in a needed skill. On each sheet is a note to the teacher which explains the techniques used and the purpose of each activity. In turn we ask for her suggestions and reactions.

Thus another purpose of the Counseling Service is accomplished. "My teacher let me read this to the class." "We did this all over again in my classroom." These teachers recognize, as we hoped they would, that reading skills can be taught using varied approaches and materials, and that the reading experiences and independent activities used at Counseling Service are good not only for the retarded reader but also for all children.

This Is the Backbone of the Project

There is a two-week separation between groups. During this time we write detailed reports showing our findings and recommendations for each child. These reports include titles and publishers of the reading materials we recommend for this child's further use, and statements of the levels of reading which are right for his instructional and recreational reading. We also point out factors of personality and environment that we feel have contributed toward the child's retardation.

During this time I have an individual conference with each parent, when I tell her those of our findings and recommendations which I feel will give her a better understanding of the needs of her child. No parent is ever left without hope—we have a more intensive program, called the Junior Reading Clubs, for children who will need more help than classroom teachers can provide.

During the two-week period between the six-session counseling periods, the wheels are also set in motion for the next counseling period.

Now the finished reports are taken to the school. The report on the child is discussed with the principal and teacher and they decide on the recommendations that can and will be followed. Some recommendations may have to be changed because of particular school or class conditions. The staff member brings along some of the materials mentioned in the report.

At these conferences the staff member informs them that when she returns in six weeks with the report on the next child, she will check on the progress of the child who is the topic of the day's conference. She then visits the classes of the children whom we have had in previous counseling periods and makes inquiries as to the progress or difficulties the teacher has encountered with them. At the end of the school year a teacher is assigned to administer the same informal textbook test that was used in the initial screening procedures and to fill in pertinent data on a form supplied for

this purpose, so that we have some data on which to base an evaluation of the project.

This Is Our Appraisalment

Eighty-seven children and parents came to the Reading Counseling Service last year. This year we expect to work with one hundred or more. Since more than one child came from some classes, we reached about seventy classroom teachers with materials and procedures. One selected teacher from each of our 24 schools was trained by me within the framework of the Counseling Service and will be ready for a Junior Reading Club when her school is ready to organize such a class. Eight student teachers have assisted in the operation.

No statistical report has been made as yet on the progress of the children. Frankly, I am not too much interested in statistical measurements for it. In the first place I am much too busy oiling the project's wheels to take the necessary time to draw up such a report, and secondly, the intangible values to parents, children, teachers, and staff cannot be measured in terms of statistics. We know it is accomplishing its several purposes when a parent comes back to tell us, "My son is tops in his class in reading," when a child says, "Please let me come for another six weeks," when a teacher says, "That report has helped me understand why he was not learning. It has changed my methods and now he is a different child," and when so many say, "Why wasn't this started sooner?"

A New Type of Remedial Reading Program In a Junior High School

Shelley Umans

REMEDIAL READING TEACHER
● JUNIOR HIGH SCHOOL
NEW YORK CITY

ANY EFFECTIVE method that distributes the services of a remedial reading teacher so as to reach the greatest possible number of children and that trains classroom teachers in applying remedial reading techniques has advantages worthy of consideration. It is the purpose of this article to describe such a method, now the subject of a tryout by the Junior High School Division of the Board of Education of the City of New York.

In this program, the reading teacher works in the subject classroom with the part of the class that most needs remedial reading. This avoids removing the pupil to a remedial reading room. Reading skills are taught as part of the class curriculum so that the pupil can measure his progress in terms of classroom achievement. The classroom teacher participates in the program. She observes its functioning, becomes an assistant to the reading teacher, and finally herself becomes the reading teacher in her class. Such in-service training for teachers makes it possible to reach many more pupils.

The plan can be broken down into five steps.

Step One. This is the presentation of the program to the faculty. In our school the principal called a staff meeting and discussed the implications of the program and what we hoped

to accomplish by it. I then gave a brief description of the plan. I asked for volunteer pilot classes among the language arts and core teachers. The criterion for taking part in this program was the teacher's willingness to carry through the program in her own classroom, and to perpetuate it by becoming a reading assistant to another teacher in her administrative periods in the following school year.

With those who volunteered I started to organize our program. I held several conferences to discuss the mechanics of the plan and received many fine suggestions from the teachers. After two weeks of preliminary planning we were ready to start.

Step Two. This was a brief explanation to the classes involved of what we hoped to accomplish with this new reading program. I told them that for a time, two of us would be working with them—their teacher at the helm and myself as her assistant. I asked for their cooperation. I found the pupils enthusiastic and eagerly looking forward to this new venture.

I started the program with the *California Reading Test*. The test was corrected by both the class teacher and myself; and, because the test is a self-scoring one, the time spent in marking each set was only about 45 minutes.

Each pupil in the class was then told individually, at a short conference, the results of his test: the areas in which he did well and those in which he needed help. The results in most cases confirmed the teacher's recommendations as to the pupils who needed help. A further confirmation was made by checking their past records. We did not take any pupils who had an IQ under 90 on an individual test, or on a non-verbal test. We excluded those who had not been in an English-speaking community for three years or more.

Step Three. We are now ready to form our groups. I shall use as an example an eighth year Core Curriculum class of 30 boys and girls. Fourteen of these pupils were not reading up to their reading expectancy. Eight of them were reading on a Grade 3 to Grade 4 level and six were reading on a Grade 5 to Grade 6 level. We chose the first group, called Group A, for immediate work. The other six pupils, Group B, were merely identified and work with them was deferred. I work with Group A for three of their ten periods a week. During these periods the teacher gives a quiet assignment to the rest of the class. This may be a reading assignment, a research problem, creative writing or any meaningful but quiet work. This is done to free her so that, with few interruptions, she can observe my work with the group. This is a vital part of the program, for on the active participation of the classroom teacher depends, to a large extent, its success or failure.

I spent several periods talking with

the children, learning of their interests and backgrounds, and conducting informal reading tests. The teacher observed me during the diagnostic period and helped me record the information on an individual reading profile. This profile consists of a record of tests given, a check list of reading difficulties, personal history, and room for comment.

In this group two of the children are of Puerto Rican background; the others were all born here. The girls want to study beauty culture and dressmaking and the boys are interested in automobile mechanics and carpentry. They all expressed eagerness to get help, and when asked what they felt were their own weaknesses in reading, made amazingly accurate analyses. I told them they were going to keep their own personal progress reports and they were enthusiastic about the idea. Such reports contained lists of words they had learned and stories and books they had read.

Step Four. We were now ready for the actual operation of the program. The plan of work is divided into three parts: (1) application of reading skills to the curriculum; (2) the basal reader; and (3) free reading. In the first part of the period our group parallels the work of the class but on their own reading level.

Ordinarily the teacher devotes several days or even several weeks to one particular subject unit. Before every change of unit the teacher gives a copy of her plan to the reading teacher. This includes the aim of the unit,

vocabulary, materials, and activities involved.

In this class, one unit of work was *Consumer Problems*. The motivation was shopping for a Thanksgiving dinner and the problems involved in planning the dinner and getting the best value for our money.

Group A brought in labels from cans and boxes of food which could be included on our Thanksgiving menu. We pasted the labels on a large sheet of oak tag with an envelope attached. In the envelope were cards with the vocabulary words printed on them. Words that were unfamiliar were explained. We discussed the labels and the foods they represented. We found our vocabulary words in the descriptions on the labels and read these descriptions, thereby using the words in context.

Angelo had difficulty with vowel combinations, while Maria needed help in recognizing two-letter consonant blends. Eleanor read every word and then looked up blankly when asked to tell about what she had read. Each child received help with respect to his specific need.

The subject matter was meaningful because it coincided with what the class was studying. For example, with Angelo we discussed the fact that some letters "work together" and give the same sound. The combination of "ow" and "ou" may represent the same sound, as in *owl*, *down*, *pound*, *round*, etc. The key word in our unit was *pound*. We wrote a short paragraph about going to the store to buy a pound of round steak. This was

material that the class was studying, and Angelo was delighted when he was able to recognize "a pound of round steak" when called on by his teacher.

Maria practiced on such words as *shell*, *cheese*, *freeze*, and *clam*. When the class was discussing when and how to buy shell fish, Maria was able, when called upon, to read the sentence, "We may now freeze clams as well as other shell fish."

During all of this the teacher observed my work with the group and gradually started to work with me in employing these reading techniques.

The next time the class met, I was not scheduled to be there. My group joined in the discussion of buying foods and was able to lend its chart of labels to the rest of the class. What a thrilling experience it was for these youngsters to be contributing members of the class! As the unit developed, my group composed and submitted a Thanksgiving menu. When a vocabulary test was given, six of my eight received 100 per cent in word meanings. Can you picture their joy? All of this meant one thing: these children could measure their progress in a meaningful climate — their own classroom.

The second part of the period is devoted to the basal reader. This provides for controlled vocabulary building and general practice in reading skills. Each child is given a reader on his reading level and receives an assignment in it. The assignment is checked for word recognition and comprehension, and he is helped in

those areas in which he shows weakness.

The third part of the period consists of free reading. At the start of the program Group A was invited into the remedial reading room where many books were displayed, and each child brought three books back to his classroom. Whenever possible, time is set aside during the reading instruction period for this type of free reading. These books are also read in leisure time and in library periods.

For the first ten minutes of each of the seven periods a week when I do not work with them, Group A goes to its corner where an assignment for the week is posted on a bulletin board. They use this time in which to do their work. During this time, the class teacher checks homework assignments and engages in other preliminary activities, so that when Group A joins the rest of the class, there will be no interruption of core continuity.

The group carries out this assignment as far as possible on their own, with some teacher supervision. At this time one might see Angelo holding up the word cards for the others to recognize, and George helping Maria to understand the story. Fred, who is the most advanced in the group, finishes his reading and then sits next to John and tries to help him. When I return for a full period of instruction, I check their work. This affords the group an extra seventy minutes of reading that they would not ordinarily get in a traditional remedial reading program.

For the periods that I am with the group, I check their work, proceed to

the class experience (curriculum), then to the basal reader and finally, if time allows, to free reading. All of these activities may not be covered in one period but are sure to be covered in subsequent meetings.

Through all of this the teacher is observing me, working with me, helping me to evaluate progress, and planning with me the next steps in the program. I stay with her for three months. At the end of this time, I discontinue two of my three periods with the class. For these two periods I take Group A with me as a unit into the remedial reading room for the rest of the school year, leaving the subject teacher free to work with Group B. Group A continues to receive from me the 10-minute classroom assignments. The teacher now places Group B in the reading corner and becomes the reading teacher for the remainder of the term. She repeats the procedure of Group A including testing, record keeping and plan of work.

The teacher continues to show me her plan of work so that I may follow the curriculum in the reading room with Group A. I return to her room, one period a week, to help with Group B and to follow up on Group A.

For the first third of the year, I work with four teachers, the second third with two additional teachers, and the final third with still another teacher. The reason for reducing the number added with each additional third is so that the aggregate will not extend beyond the limit of my teaching periods. I work with the fewest number of teachers in the first third

so as to have time to continue with those pupils from the preceding year who are still in need of remedial instruction.

Step Five. It is difficult at this early stage to evaluate the program in terms of months or years gained in reading. However, on the basis of observations made by both the class teachers and myself, we find that, to date, many of the children have shown marked improvement in reading. They have a feeling of accomplishment that we have not noticed over an equal period of time when similar children were confined to the remedial reading room for their remedial reading program.

The teachers themselves learn more about reading instruction. They feel a greater security in handling their reading problems, not only in the experimental class, but in their other classes as well.

This is an experimental program, subject to revision and modification. It channels the activities of the reading teacher in two directions: remedial work with pupils, and in-service training of teachers. It offers a new approach to the teaching of reading which, if proved successful after further evaluation, might well be considered for introduction into other schools.

. . .

A Fresh Start

Helen Grand • QUEENS COLLEGE

THEY HAD been "taught" to read for three years. They had been motivated, pressured, and coached intermittently and sometimes quite desperately during their whole school career. Now they were about to enter their fourth year of scholastic "achievement" and they were two or more years retarded in reading. How much more retarded could they possibly be? But they all had at least "average" intelligence with IQ's noted of 97 or more and, for a few, superior quotients ranging to 140. Vision and hearing were fine. Something had definitely gone awry somewhere along the line! These 15 boys and girls who had so expertly managed to avoid the normal course of learning were going

to be my class. It would be exciting to combine book theory with my own resources and watch the effects. I hoped all kinds of gratifying things would happen.

The Group:

Two boys could not read at all. A few read at first year level and the rest had reached the beginning second year stage. Though the sole basis for selection had been the amount of reading retardation coupled with the "ability" to learn, what emerged was a rather strange and seriously disturbed crew of boys and girls.

Robert, for example, was a very big, surly boy who often used his size and strength to intimidate the others. His

mother was constantly ailing and in and out of hospitals. Thomas was dark, handsome and brooding. His mother was a very smartly dressed and shiny blonde who appeared only when Thomas forgot his lunch money. Then there was Harry. Well, everybody in the school knew Harry. The monitors, especially, knew him intimately and I can't recall one day that he missed being reported. Robert, Thomas, and Harry maintained an attraction for one another throughout the year. Though they fought vigorously and frequently, relationships were inevitably cemented and resumed. This was our most picturesque clique of boys.

Henry was a rosy-checked, stocky and conformingly good boy who constantly attempted to engage the teacher in long conversations. During the previous year he had pulled clumps of his hair out by the roots! Helen was a school phobia case of long standing. So her mother always accompanied her to school and stayed the full day. We very gradually reduced the duration of her stay until, after a period of a few months, we had her down to five minutes. No sooner did we arrive at this "finish" line than Helen reverted to her strong insistence that her mother stay for the full day.

The other ten children each had their own problems. It was quite obvious that the aborted achievement of each child had not been accidental. They had also evidently accustomed themselves to this distorted role of being unsuccessful and of avoiding success for themselves.

The Plan:

My approach to the problem was a simple one. As an experienced first grade teacher who had thought in terms of reading readiness for a long time, I would start all over again with them. I would forget about books, about printed matter, about reading as reading. We would have plenty of games. We would write about our experiences, our plans, our projects. We would become absorbed in stories and increasingly be made to feel the wonderful magic of the printed word.

The reading and spelling games that I had assembled were put to use with such exuberance that I immediately felt their intense need for this type of activity. I had conceived of the game period as a relaxing end-of-the-day procedure. But its appeal was so absorbing at the beginning of the day that I thought it useless to combat it. In addition, it appeared to be a good way to start the day. Children who had been accustomed to come to school shuffling and slow, came eagerly to the game they wanted that morning.

The next hour we approached "schoolwork." They accepted this as somber reality. At first I had planned to make this time different and interesting — a fresh approach to their natural curiosity. Here I received quite an education. They let me know in no uncertain terms that they wanted to do just like the other classes. I had envisioned working without books. Who ever heard of nine-year-olds without books? They wanted advanced books, fat books just like the other big children. Furthermore, they wanted

notebooks, homework, spelling tests, social studies with books, and other assorted lessons that a fourth grader should by all means have. At the same time, they resisted with all their might getting down to the same business they so strongly demanded. Their evasions took the form of wandering attention, lost and broken pencils, torn papers, important urges, sudden rollicking laughter, and sundry other childlike tactics.

The Work:

We really did get down to work, however, sometimes for longer periods and sometimes for less. Once we were started it went fairly easily. The spelling work consisted of spelling pretests and spelling homework. These were words from a first-grade list interspersed with some from our experiences and trips. Whatever observations I could sneak in on the construction or similarity of words, I did. They enjoyed these spelling "tests," copying avidly (and legally) from each other and from the board where I had written the words for self-correction.

Arithmetic work consisted of practical problems drawn from their own experiences. These I wrote on the chalkboard and they did the examples on their papers. Of course, they could not read portions of the problems. So they consulted each other; they questioned me; they stood up to see better; they muttered the words to themselves—until they knew what was expected of them. Computation was also not easy for them, since they were almost as seriously retarded in arithmetic as

they were in reading. In addition, we worked often with cookie money, with milk money, and with assorted expenditures and mileage covered on trips, but this was not considered to be "work."

Science was a once-a-week subject in our curriculum. Every Friday we did a live experiment. Each week I gathered the necessary material and said nothing of the purpose or outcome of the experiment, since I felt the surprise element to be essential for their sustained interest. Two or three children performed as directed while all watched curiously for the outcome. Then a brief, volatile discussion followed, and we proceeded to write up the experiment in our individual, homemade science books. First they dictated to me the steps to write on the chalkboard, then we read them out loud, and finally they wrote them down in their notebooks. These experiments sustained their interest throughout.

I read to them every day and sometimes twice a day, since I felt strongly that an interesting story was such obvious proof of the pleasure to be derived from reading. These selections consisted of especially appealing educational yarns, travel, biography, adventure and fairy tales. Other opportunities for promoting reading were found in writing and reading rules for outdoor games, for gym, for fire drills, and for other procedures.

On the Town

For their social studies learnings we really depended on trips around the

city. We went everywhere—to the museums, around the neighborhood, around Manhattan by boat and by bus, to libraries and other places of interest. Needless to mention, the pleasures of the trips were often tempered by numerous involvements and I did notice that the people in charge usually parted from us with a sigh of relief and a confused shake of the head.

We took back literature which we sorted, skimmed through and posted. Some of the things we saw we reproduced with clay and with cardboard. We painted on easels and at desks. I wrote in our big experience book as they dictated to me and they illustrated each page. We displayed the creative expression of our excursions on the bulletin board, on the walls of the classroom and in the hall adjoining. Everybody's work went up.

Pre-planning for trips was all done on the chalkboard. I rarely gave them oral information. I just wrote and they looked on curiously at what I was announcing, asking each other, asking me for words which I gladly told them. They muttered and they mumbled but they "read" the information. I was trying to stimulate the urge to read in order to satisfy curiosity. They never seemed to resent this procedure and appreciated the surprise element involved, together with the information imparted. I did this with all other news and announcements that permitted it.

Just Harry and Me

Though children generally are ap-

preciative of having the teacher all to themselves, these children cherished this closeness even more. Take Harry, for instance. After each session of working with him alone he asked me a hundred times over when this would happen again, until finally he became reassured by the regularity. Once we were tête-a-tête, he would start to chat with me. Where do I live? Are we going to play outside? When will I work with Robert? May he try my fountain pen? Whom do I like best of all in the class?—ad infinitum.

It seemed natural for him to dictate a story to me. Yes, this he enjoyed, and he watched carefully as I wrote it large and plain on newsprint exactly as he stated it—a game of handball or some such event. Then I took both the story and Harry with me to the primer typewriter where he dictated it to me as I typed it. He always peered over my shoulder fascinated to see his words emerge as important typewritten copy. Occasionally he would laboriously pound out a few of the letters himself. The large, hand-printed copy would be part of our large class book and the smaller typewritten sheet would be a page of his own book of stories about "Harry and His Friends." After he illustrated and fastened the story in place, he would read it aloud to see how it sounded in his own book. I was especially gratified at his illustrations, since he was one of the children who insisted he could not draw. Sometimes he would build stories about colorful pictures with lively themes that I kept in my file.

Eventually, Harry collected a fair-sized book for himself. He always refused to read his own stories to the class, but he was glad to hear another child read them aloud.

A personal spelling lesson was as interesting to him as a game. I'm sure it contributed to his sense of mature accomplishment. Spelling, to him as well as to the rest of the children, signified growth and progress.

I utilized Harry's attitude toward spelling to work with reading in a more formal and phonetic manner. We used a primer workbook that was self-contained in that it used its own vocabulary and applied it in story form. The pictures were few and small, thus appearing less primer-like. Harry was most suspicious about being subjected to "baby" books. I knew he would examine the book carefully for any signs of babyishness. So I introduced it as a spelling workbook, inventing a system whereby words were introduced as a pretest, then read in context for meaning, pronunciation and analysis of letters, and finally used for testing. It worked! We proceeded page by page with this analytical "spelling" method each time we used the workbook.

Then there was the current library book, which Harry chose from our shelf. It was cowboys or adventure, and invariably above his level. So we gazed together at the pictures, discussed their implications, and started to read together. Sometimes he muttered along with me; sometimes he became absorbed in the story and just listened. Then I asked him to find

several names and words to match with other words on the page.

We had a profusion of reading games, but Harry concentrated on the Dolch Bingo game. Over and over again, I called the words: *come, look, see, find*, etc., as Harry picked them astutely out of the pile while I cautiously competed with him. Over and over again Harry played hard to win. He revelled in this winning and I, who am by nature not drawn to cards or games, achieved satisfaction only through the way Harry was able to function with these words. One day I told him he could be the caller and showed him the same words written in fine print for the teacher. If the previous games had been pleasurable, the subsequent ones were ecstatic. Thus, till the end of our relationship we played Bingo. We went on to higher primer words, but we always made time for Harry to be the caller at the lowest level.

Some Reflections

Harry was only at primer level when he left me, but I felt we had at least broken the barrier. Above all, I knew he had experienced a very special relationship with me as well as with the rest of the class. When I occasionally come upon him in the hall and we say hello, he asks me what I'm doing, tells me what he is doing and then invariably suggests getting a few of the boys together for a kind of reunion. On parting I am always reminded that this restless boy needs so much more than a good reading program.

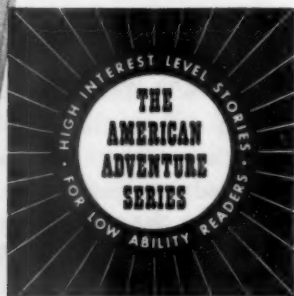
These children will always stand apart in my line of memory from the classes that preceded and followed them. For me they were children who needed more. They gave me an education and I learned so much from them. The obscene language, the personal taunts, the seeming indifference to what is cooperative, helpful and constructive, were often forcefully present. But I recall these incidents as pitiful reminders of their helplessness

and hopelessness, as a desperate striking back at the torment they suffered. They all learned to read better during that year. The two non-readers reached primer level. One progressed to grade level, some advanced two years, some only one. The class could be considered a success. But I did not feel successful because I knew that these children needed so much more than I could possibly do for them. I'm really so sorry for those poor kids!

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What Research Says to the Reading Teacher

AGATHA TOWNSEND

Research Consultant, Educational Records Bureau

Reading for the Subject Specialist

A PROBLEM which perennially arises when the specialist in reading recommends "reading for every subject teacher" is to find sound and workable suggestions for the activity which he has urged on his colleague. Let us face the facts—the skepticism and hesitation with which the average subject matter teacher greets the proposal will diminish in direct proportion as the help received is pertinent. Many subject teachers undoubtedly fail to take advantage of the opportunities they have for tackling the reading problems which plague their students. These teachers may accept the responsibility for reading improvement—in theory—but they need to be convinced that they have a real and logical part to play, and they may need to recognize that they themselves can do a better job in certain kinds of improvement than can be done by the English department. Much of the hesitation felt by the subject teacher stems from modesty. Reading may appear as a technical field in which he has little competence and less training. Yet in coming to this conclusion he overlooks the fact that no reading teacher can match the special knowledge of his subject which is an absolute requirement if his students are to become better readers of science, or business

and economics, or whatever his field may be.

This seems like a fairly simple proposition. That it is really a rather complex one, and that it involves enough need for experimentation and research to satisfy the most ambitious teacher, becomes clear when we look at what we believe the subject teacher can accomplish. For simplicity, let us limit the discussion to building vocabulary use and facility, in the subject area. The subject teacher can usually convince himself easily that the acquisition of a stock of terms and concepts in the field is very important for reading the textbooks and other materials which he assigns. One of the more recent investigations in which this point was confirmed is a study published by Eagle (6), in which it was found that mathematics vocabulary was closely related to mathematics achievement in the junior high school grades.

What basis does research offer for continued study of vocabulary and subject matter reading? What are the key words in a field at a given grade or class level? What is the relative importance of these words? A number of studies have approached these problems, but the more one reads them the clearer it becomes that much remains to be done. The oldest well-known resources for the teacher is contained

in Luella Cole's *The Teacher's Handbook of Technical Vocabulary* (2). This brought together the author's studies of the vocabulary needed for successful achievement in most of the usual school subjects. It is accepted, and deservedly so, as the standard reference in the field. But what has happened to the teaching of school subjects since 1940? New evaluations, additions, and probably some omissions should be made after nearly twenty years.

In a few fields, additional help is available. In the 1930's, both Kelty (7) and Weede and Gilbert (11) published studies of the growth of vocabulary in American history, the former in the elementary grades and the latter in the secondary school. Kelty's carefully constructed list of words is accompanied by suggestions for presenting this vocabulary. Although written for the elementary school, the methods outlined have many applications for older pupils. Another extensive study of history at the sixth-grade level was made by Phipps (9) in a study published in 1940.

In the field of mathematics, Cowley (3) studied the vocabularies of plane and solid geometry. Drake (5) has reported on algebra. An interesting review for both mathematics and science teachers is that published by Curtis (4) who studied the mathematical vocabulary used in high school science texts. Previously, Schneck and Curtis (10) had worked to establish the important scientific terms in high school physics. The careful methods of selecting the terms make this study a

prototype for those wishing to proceed in other fields.

A glance at the list of references will reveal that many of these studies are, as we have already noted, almost twenty years old. Somewhat more recently, research was conducted by Berger (1), who studied the difficulty of third-grade health readers, and found that many of the scientific terms used were far beyond the third-grader's vocabulary level. A larger-scale study was conducted by Lawrence (8) who reported on business and economic terms of popular usage. Although the study was based on magazines in general circulation, rather than on textbooks, the significance of the lists established is clear.

This is not the total of references in this area, but it reflects accurately the range and focus of the research done. It seems noteworthy that during the time when this rather small group of studies was produced, there were literally hundreds of investigations of basic readers, primers, and general works. We can only conclude that even in the field of vocabularies there is still a marked need for more work in the subject fields, particularly in the high school subjects. Needs create opportunities. If the subject teacher who is urged to help in the reading program can continue along this line, and can eventually bring his specialized knowledge to bear on other types of reading problems in his area, he can make a tremendous contribution.

(For references please turn to Page 230)

What Other Magazines Are Saying About the Teaching of Reading

MURIEL POTTER LANGMAN
EASTERN MICHIGAN COLLEGE

BERGER, CURT — "Grouping, Number and Spacing of Letters as Determinants of Word Recognition," *Journal of General Psychology*, October 1956.

This study of the *distance threshold of recognition* obtained results contradicting the theoretical assumption that "the Gestalt of a word is the grouping of its constituent letters and as such a decisive factor for its DTR." Other findings deal with the effect on word recognition of word length, spacing and type-face. Particularly important to teachers of reading is the finding that "DTR of words . . . are decreased by consciously focussing attention upon the single constituent letters of words." This seems to be a confirmation of the psychological soundness of the avoidance of spelling in teaching beginning reading today.

JACKSON, JOSEPH — "A Reading-Center Approach Within the Classroom," *Journal of Educational Psychology*, April 1956.

This article describes a program which combines in-service training for teachers with remedial reading assistance for children, carried on since 1949 in the schools of Dearborn, Michigan. Teachers are given special training in setting up a highly structured "reading-center" in their own class-

rooms. Evaluation of the program emphasizes increased motivation for reading, with somewhat uncertain results in reading improvement as measured by standardized tests, when experimental and control groups were compared.

REED, JAMES C — "Some Effects of Short Term Training in Reading under Conditions of Controlled Motivation," *Journal of Educational Psychology*, May 1956.

Dr. Reed conducted his experiment with matched pairs of nursing students at Wayne State University, Detroit. Improvement in rate of reading as a result of 27 hours of training (in rate, comprehension, vocabulary and study techniques) was maintained on a re-test seven months after the end of the training period. In the other aspects of reading, after seven months no significant difference was to be found between the experimental and the control groups. Dr. Reed suggests some reasons for his findings, and compares them with results of other research in the same field.

JOHNSON, G. ORVILLE — "A Critical Evaluation of the Problem of Remedial Reading," *Elementary School Journal*, January 1957.

This article examines the criteria presently used in deciding which chil-

dren are true remedial reading problems. Among the criteria to be found in the literature are: discrepancy between achievement in other subjects and achievement in reading; discrepancy between expected reading achievement and actual reading achievement as measured by grade placement; and a multiple criterion which uses chronological age, mental age, and achievement in non-reading subjects, processed to provide the reading index. The study described here used the several criteria separately and then combined them in order to compare the results.

The California Test of Mental Maturity and the California Achievement Test were given to 512 children in second through fifth grades. One-half year of reading retardation in second and third grade levels, and one year of reading retardation in fourth and fifth grade levels were defined as significantly retarded reading achievement. By the use of the criterion *combined mental age and achievement* 15.6 per cent of the group tested were classified as retarded in reading. When only the mental test results were used as the criterion, 23.8 per cent of the children were said to be reading significantly below their potential ability. When Monroe's reading index was used as the criterion, 15.4 per cent were classified as reading problems.

When combinations of the *three* factors were used as the criterion, the percentage of children regarded as reading problems was markedly reduced. When the combination of grade placement and reading index

was used, 10 per cent of the children met the description of significantly retarded in reading. When grade placement and mental grade level were used together as the criterion, only 5.7 per cent of children were classified as reading problems.

Adding the reading index to grade placement and mental grade level did not reduce the defined number of reading problems to any degree. The experimenter concludes that there is little justification for using any one of the criteria alone, and he recommends as the easiest and most effective combination, reading level significantly below grade placement combined with reading ability significantly below mental-grade level.

OAKLEY UNION SCHOOL, Oakley, California. "Providing for the Individual Pupil through Grouping Procedures," *Elementary School Journal*, December 1956.

This article describes the procedures developed in one school—"the result of many years of study, planning, and cautious evaluation by the entire staff and the county resources personnel"—for grouping children in order to provide satisfaction for each child, an optimum number of ability groups, and proper assistance for above-average pupils not working up to ability level.

First, data on achievement are summarized. Then, in the late spring, teachers and administrative personnel meet to discuss prepared lists of children grouped primarily according to general reading ability. Pupil-pupil

relationships and social, emotional, mental, and physical adjustment of the children are also considered. The group of teachers of each grade level then assigns children to classes in the next grade for the coming year. The administrative personnel also considers such aspects of adjustments as teacher-pupil relationship, teacher personalities as they may affect children's success, and administrative problems such as schedule and transportation. If they are necessary for placement decisions, additional tests may be given. Finally, each class is so set up that no more than three, and sometimes only two reading groups are needed for effective teaching. The purpose is to maintain heterogeneous grouping, but to narrow the range of achievement and ability in each class.

A testing program has demonstrated the improvement of pupil achievement as a result of the use of this grouping plan. Its success is not due to grouping alone, however. Materials used in teaching are selected to meet the needs of each child. "We do not hesitate to place a fifth-grade arithmetic book in the hands of an eighth-grade pupil." Pupils may be moved from group to group if a change seems advisable. New pupils receive temporary placement and here too changes may be made if needed.

The article concludes with the statement that the success of the plan is due to the joint and cooperative effort of all school staff and the use of resources personnel.

DANIEL, MARY ANN. "You Can Individualize Your Reading Program Too," *Elementary English*, November 1956.

This teacher describes her program, carried on in a Philadelphia suburb. She used informal diagnostic techniques to determine the reading ability of each child. She encouraged children to express their feelings about reading in an informal interview. She used "regular reading groups" and added a period one day a week in which each child read by himself from a book selected by him from the room library of between 150 and 200 books. The teacher checked each child's selection to make sure it was appropriate to his reading level and needs. As a result of this free reading period a book exchange developed, for in this middle-class community many children had books at home which they willingly brought to school. They developed procedures for the care and handling of books, and planned to present book reviews to the group at least once a week. Book reviewing ramified into such activities as drawings, puppet plays, and dramatizations, carried on during a regular reading period or in the afternoon. Workbooks were neglected in favor of creative activities based on reading enjoyment. Reading periods lengthened and seemed all too short. During these periods individual conferences with the teacher included discussions of what had happened in a book, what would happen next, consideration of characters and their behavior, some oral reading, and evaluation of the book for the young

reader. Difficulties with reading techniques were noted, to be worked on at other times, in small groups if a problem was common to several children. Each child kept a diary of the books he read, with some brief reaction to each title. Short book reviews were used to help decide what books a child would like to receive for Christmas. Reading stories even led to writing them. The stories written were bound into "books," illustrated and kept where other children could read them.

Meanwhile, "regular groups" were held about three days a week. Among the values of this free reading program were found to be better teacher-pupil relations, greater responsibility accepted by children for good use of free time, and greater creativeness, confidence and enjoyment in reading.

THOMPSON, MILDRED E. "Why Not Try Self-Selection?" *Elementary English*, December 1956.

This report deals with seven groups in El Monte, California, which are giving children the opportunity to choose the material they read during the regular reading instruction period. The grades participating were fifth through eighth. The program has been carried on for two years, and has effected a striking increase in the amount of reading for each child, and an even more striking increase in interest in reading. Procedures are described which were used by the several teachers participating. Among the results reported are improved relationships among children, enthusiasm

for creative writing, and equal success in meeting the needs of brighter and slower children.

(Continued from Page 226)

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Interesting Books for the Reading Teacher

—ELOISE B. CASON—
BLOOMFIELD PUBLIC SCHOOLS

Elementary Dictionary

MERRIAM-WEBSTER. *Webster's Elementary Dictionary*. New York: American Book Co., 1956. Pp. 579. \$2.76.

Many teachers have discovered that it is not easy to interest children in learning to use the dictionary, especially in grades four, five, and six. Here, especially, boys and girls tend to be discouraged by the ordinary dictionary's page-after-page of closely printed words and the very fine type.

Webster's Elementary Dictionary is attractive and readable. Its entries are printed in heavy, black letters and its large, clear type and many illustrations give the pages an uncluttered appearance. This is an up-to-date, non-regional dictionary and the introductory material is clearly stated. There are helpful appendixes listing presidents, states, nations, and cities of the world, as well as a table of weights and measures.

Teachers should, however, examine closely the pronunciation symbols used in the dictionary. Diacritical marks have been so simplified that there are only five symbol names to remember: "plain," "bar," "two-dot," "one-dot," and "schwa," which is a symbol resembling an inverted *e*. Having so few marks to remember would appear at first to be an advantage, but the sig-

nificance of these marks differs to such an extent from the usual marks that children might find them difficult to use. The "schwa," an International Phonetic Alphabet symbol, is unfamiliar to children and might confuse them, as might also the position of the stress marks on syllables. These stress marks are placed at the beginning of each accented syllable rather than at the end. Keys to pronunciation and explanations of abbreviations, helpful to many children, are not printed at the bottom of each page; therefore, a child looking up a word, must, when in doubt, refer to the table of diacritical marks on the end papers.

This is an attractive book, excellent in format, but one which departs somewhat from the usual pronunciation symbols.

—JOSEPHINE WRIGHT
Brearley School
New York City

Autobiography of an Educator

WILSON, CHARLES H. *A Teacher Is a Person*. New York: Henry Holt and Company, 1956. Pp. 285. \$3.75.

It has been said that if learning something is fun, it cannot be worth much and to be of lasting value, it must be difficult. *A Teacher Is a Person* by Charles H. Wilson is a professional autobiography about a

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professional man. The difference in this professional book is that it is fun to read and it is not difficult. There is, of course, much of the serious side dealing with most of the present-day problems of education. Since, as Mr. Wilson says, this is an examination of formal education in America, elementary, high school, college and graduate school, many individuals and groups will find themselves portrayed in these pages. Perhaps there are some educators and laymen who are a little bowed because of the popularity of Bestor and Flesch (Mr. Wilson mentions both) and who wonder if there might be a brighter side to what many call good education. *A Teacher Is a Person* may not have been written to answer critics of modern education but certainly does go a long way to remove some of the sting of the criticism.

Mr. Wilson manages to weave the problems of the teacher in with the problems of the board of education, the superintendent, parents, and pupils so that it becomes much clearer that all of those concerned with education really have many problems in common. This book will strengthen the belief that the lot of the teacher, the key in the whole public school situation, will be much improved if all concerned with good programs of education work together more cooperatively.

Just to glance down the table of contents will snare the doubtful into further examination of this book. "Hearts and Failures;" "Who Deserted Whom;" "Rare, Medium and Well

Done;" and "Piled Higher and Deeper" are four of the twenty meaty chapters. Starting with his own background, which includes some experiences of his personal friends, Mr. Wilson sets the atmosphere of a breezy autobiography. After college, he takes the reader through the experiences of the first job as a teacher. He also weaves in this the problem of the superintendent in recruiting teachers for today's schools. Problems of marking cause him to say, "I looked over the completed record sheet and, for a moment, I wondered why anyone wanted to be a teacher."

Other members of the staff, the superintendent and many whom he met along the way contributed to the further education of this man who was willing to learn. There are two very interesting chapters of his further education in England which immediately preceded World War II. Although whole books have been written about the humorous, human side of those who served their country in the Armed Forces, nothing surpasses Mr. Wilson's account of when his baby daughter arrived.

Mr. Wilson comes back to being an educator and eventually arrives at Highland Park, Illinois, where he is now superintendent of schools. He has met them all, the P.T.A., the juvenile delinquent, the budget, I.Q., the grading system, the gifted child, and the grouping. By all means, every guidance director and counselor in every high school should read this book. Mr. Wilson has had many of the experiences of the American layman so that

he can truly say to them, *A Teacher Is a Person*.

—JEROME SALISBURY
Bloomfield Public Schools
New Jersey

High School English Program

The English Language Arts in the Secondary Schools, prepared by The Commission on the English Curriculum of the National Council of Teachers of English, New York: Appleton - Century - Crofts, Inc., 1956. Pp. 488. \$4.00.

This somewhat extended analysis of a suitable English program for the secondary schools is built on an appropriate and strong foundation, the needs and characteristics of today's adolescents. It is, indeed, highly probable that the recommendations of *The English Language Arts in the Secondary Schools* will influence to a very considerable degree and for a considerable period of time the teaching of English in the high schools of the United States.

A noteworthy approach to the whole problem of curriculum building in English is the philosophy that the ability to speak, listen, read, and write in English must be a sequential development from kindergarten through college. Such a philosophy presents a clear concept of the necessity for the English teachers in any school to understand the goals and policies of the English department in the institution which follows and the problems and accomplishments of the English teaching in the school which precedes.

That the regular classroom teacher of English must provide a sound program of *developmental* reading as well as a program of *literary* reading is a point well taken. Placing student reading in a meaningful social setting, developing reading vocabulary, expanding recognition vocabulary, reviewing basic skills in word attack, pointing out the importance of context clues, and stressing the need for adjustment in speed of reading to meet the demands of the material—all these characteristics of teaching reading should certainly be within the province of the English teacher and for a large majority of students do not need to be relegated to the realm of the specialist. For teachers of limited experience, "Back-Country America," a sample unit in reading, should do much to present a pattern for reading units which at the same time integrate the language skills of speaking, listening, reading and writing and offer a happy combination of developmental and literary reading materials.

—VESTA M. PARSONS, *Chairman*
Language Arts Department
Bloomfield Senior High School
Bloomfield, New Jersey

Overview of Reading in High School

LEO C. FAY. *Reading in High School*. Department of Classroom Teachers and American Educational Research Association of the National Education Association, *What Research Says to the Teacher Series*, No. 11. Washington 6, D. C.: Na-

tional Education Association, September, 1956. Pp. 33. \$.25.

For high school teachers unfamiliar with problems in the improvement of reading, this pamphlet gives an excellent overview of the field. That such an overview is needed is indicated (1) by the author's analysis of catalogs showing that very few teacher-education institutions offer courses in the teaching of reading and (2) by surveys reporting that help with reading is teachers' major concern.

After a brief review of the status and essential features of reading, the pamphlet is concerned with three main features of a high school program: a developmental course in reading as an intrinsic part of the high school program, the teaching of reading in each content area, and the remedial reading class. Individual work with complex reading cases is dismissed in one sentence as "beyond the means of most high schools."

In the description of the group program, too, there is practically no recognition of clinical research on emotional difficulties of reading or of the various estimates of emotional involvement ranging from 7 per cent to 95 per cent of the reading cases.

This leaning toward mechanical aspects of reading, though corrected later by emphasis on critical reading and thinking, is indicated on page 6 in a statement that might be misinterpreted: "The degree with which these (mechanically applied) skills operate automatically with high accuracy is one of the best indicators of a reader's over-all efficiency." That

reading skills "operate automatically" is contrary to the ideas of (1) psychological relativity in general, (2) "reading as reasoning," (3) the shifting meaning of a word in different contexts, and (4) higher levels of literary appreciation that should be acquired during high school years.

To report research in a popular form is indeed a difficult task, and it might not have been the purpose of this pamphlet to report in more detail a few significant researches in reading on the high school level, as for example, Eleanor Peterson's study of the effect of improving interest and organization factors on students' comprehension of a high school text, and Anne McKillop's significant findings on the relation between students' attitudes and their comprehension of emotionally charged passages.

In view of the space limitation and the high school teachers' general unfamiliarity with the reading problem, the author has achieved a remarkably useful combination of general background and specific information.

—RUTH STRANG
Teachers College
Columbia University

For Adult Reading Programs

SPACHE, GEORGE D., and BERG, PAUL C. *The Art of Efficient Reading*. New York: Macmillan, 1955. With answers, 273 pp. (\$3.00); without answers, 241 pp. (\$2.75)

"The Art of Efficient Reading" by George Spache and Paul Berg will render invaluable service for all teachers of adult readers, especially for

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those concerned primarily with readers on the college level.

This "work-text" book combines didactic material with practice exercises. The format of this manual is cohesive. Exposition on how to read for different purposes as well as in different content areas is not only superior in its instructional value but serves the dual role of lecture and laboratory. The technique is presented; questions then are given on this very same material.

The content of this book is divided into three (3) sections: Learning New Ways to Read, Tools For Vocabulary Growth, and Applying Reading Skills.

The first section deals with reading methodologies. The authors explain how to make use of different reading skills for different reading tasks. The skills involved are intensive reading, critical reading, and rapid reading. After the techniques have been thoroughly discussed, pertinent selections drawn from the many diverse fields are presented. This is followed by practice exercise material on information concerning the skill and the articles making use of this skill. In this manner the learner is permitted to focus on his specific reading disabilities as well as those areas in which he is proficient.

The second section describes methods which will aid the individual in building his own vocabulary. Emphasis is placed on the proper use of the

dictionary and its many ancillary functions.

Section three is devoted entirely to the application of reading skills. It is this reviewer's opinion that this part of the book constitutes a much needed addition to the art of teaching reading to college students. The authors present varied and interesting reading exercises in the different content areas. This includes social science, science, literature, and mathematics. Here "The Art of Efficient Reading" confronts the important problem as seen by the student, namely: "I know how to read a literature assignment, but how should I read a science assignment?" This question, or a variation of this theme, is commonplace on every college campus. This book presents answers in the form of an approach to this query. For the first time the college teacher of reading can turn to a published manual for such assistance.

The appendix of this book is a final summary for the learner. It has a test for reading methods and habits, a worksheet, and answer keys for all the exercises.

Spache and Berg have supplied both students and teachers with an exceptionally useful and well-constructed book in the field of adult reading.

—SHIRLEY ULLMAN WEDEEN
Brooklyn College



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Elva Knight Research Fund

Katherine E. Torrant ● CHAIRMAN

Many of our readers, particularly in the New England area, will recall the shocking news of Elva Knight's very sudden death on October 3, 1954. We felt grief and concern over the loss of a friend, a great reading teacher, and a professional leader who, through her effort while at Harvard University, stimulated the growth of a very important organization throughout the country—The National Association of Remedial Teaching which merged with the International Council for the Improvement of Reading Instruction to form the International Reading Association in January, 1956.

Friends of Miss Knight and many other members of both N.A.R.T. and I.C.I.R.I., felt it important that Elva Knight's spirit should continue to influence the thinking of teachers and children. Thus it was that the Elva Knight Research Fund was established and voluntary contributions flowed in amounting to \$1285.62. Following this the Elva Knight Research Fund Committee was named to draw up a charter governing the fund.

Members of this committee are eager that all I.R.A. members be informed of our plans so that they may not only bring to our attention projects needing further research, but also help devise ways of increasing the fund. Plans presented to the I.R.A. Board in June, 1956, indicate the directions we have taken thus far.

1. Aim for at least \$10,000 in the fund, but be alert to studies going on, where a small contribution might bring the organization into focus and cause interest in research in reading.
2. Through THE READING TEACHER, to encourage members to make it possible for people to contribute to the fund.
3. Make arrangements at all professional meetings to solicit memberships for I.R.A., explain program, and make it possible to contribute to research.

With this background, members of the Elva Knight Research Committee invite you to share your ideas on kinds of research which are needed in the area of reading. We welcome, too, your suggestions on ways to increase the fund through contributions. It occurs to us that if every member of I.R.A. contributed between \$1 and \$5 our first goal of \$10,000 would be achieved.

Here is a wonderful opportunity to be part of a great research team inspired by the work and spirit of a creative, dynamic teacher.

Committee Members:

Chairman: Miss Katherine E. Torrant, Reading Consultant, Newton Public Schools, 88 Chestnut Street, West Newton 65, Mass.

Mr. Sydney Schnayer, Reading Consultant, Guilford Public Schools, Guilford, Conn.

Dr. Arthur I. Gates, Teachers College, Columbia University, New York, N. Y.

Dr. Agatha Townsend, Education Records Bureau, R.D. No. 2, Kutztown, Penna.

Dr. C. Winfield Scott, New Haven Teachers College, New Haven, Conn.

Mrs. Marion Kingsbury, Remedial Education Center, Washington, D. C.

Mrs. Anne C. Moore, P.O. Box 186, Cotuit, Mass.

Mail all suggestions, ideas, and contributions to:

Miss Katharine E. Torrant
*Chairman, Elva Knight
Research Fund Committee*
Newton Public Schools
88 Chestnut Street
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Make checks payable to:
International Reading
Association

Awards Are Made to Ten Best Adult Books

Milton, Mass.—On March 1 at the Hotel Statler in New York City the Secondary Education Board (national association of independent schools) announced its awards to the following

as the ten best adult books of 1956 for the pre-college reader:

A SINGLE PEBBLE, by John Hersey. Alfred A. Knopf, Inc.

PROFILES IN COURAGE, by John F. Kennedy. Harper and Bros.

THE NUN'S STORY, by Katharyn Hulme. Little, Brown & Co.

HIGH, WIDE AND LONESOME, by Hal Borland. J. B. Lippincott Co.

AT HOME IN INDIA, by Cynthia Bowles. Harcourt, Brace & Co., Inc.

MY LORD, WHAT A MORNING, by Marian Anderson. Viking Press, Inc.

THIS HALLOWED GROUND, by Bruce Catton. Doubleday & Co.

WINTER QUARTERS, by Alfred Duggan. Coward-McCann, Inc.

H.M.S. ULYSSES, by Alistair MacLean. Doubleday & Co.

HELEN KELLER, SKETCH FOR A PORTRAIT, by Van Wyck Brooks. E. P. Dutton & Co.

The announcement will be made and the awards presented to the winning authors and publishers during the 31st annual conference of the Secondary Education Board. The books have been selected by the Board's Senior Booklist Committee, a group of teachers and librarians who have had years of experience with young people's reading.

The Secondary Education Board has made these awards annually since 1954.

President's Report

NANCY LARRICK

Feb. 11, 1957

A very stimulating and extensive program is being arranged for the two-day conference of the International Reading Association to be held at the Hotel New Yorker on May 10 and 11 in New York City. For complete details of the program turn to pages 257 to 261 of this issue of *The Reading Teacher*. Information about registration is given on page 257 with a registration blank on page 256, which should be filled in and returned to the Conference Manager, Dr. Albert J. Harris, Queens College, Flushing, N. Y.

If you want to tell others about the conference—principals in your school system or members of your local council—write to Dr. Harris asking for copies of the conference flyer. This is suitable for posting on your school bulletin board for mailing to interested groups.

Papers presented at this conference will be published in the official proceedings under the title *Reading in Action*, the 1957 Conference theme. This 176-page book will be published and distributed on a non-profit basis by Scholastic Magazines, 33 W. 42nd Street, New York, N. Y. Advance orders may be placed with Scholastic

for copies to be delivered on publication in the summer. Price: \$2.00 per copy; \$1.50 for each additional copy ordered at the same time and sent to the same address.

The General Assembly, annual legislative and business meeting of the organization, will be held Friday, May 10, at 8 p.m., at the Hotel New Yorker. Local and intermediate councils are urged to send official representatives to participate in this very important session when matters of policy will be discussed and when legislative action will be taken on many important issues. Consult your copy of the By-Laws to determine the number of officials whom your council may send to the General Assembly.

A new brochure telling about the International Reading Association is now being prepared for distribution at summer reading conferences. It is intended to help in a campaign to enlist new members for the organization. If you are having a conference, workshop or class about the teaching of reading and can distribute brochures, you may secure copies by writing to Dr. Ralph Staiger, Mississippi Southern College, Hattiesburg, Mississippi. The strength of the organization will depend upon the extent of its membership!

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Council News

MARY C. AUSTIN

Local and Intermediate Councils are requested to send news of their meetings and future plans to Dr. Mary C. Austin, Graduate School of Education, Harvard University, Lawrence Hall, Kirkland Street, Cambridge 38, Massachusetts.

A warm welcome is extended to the following councils whose By-laws and charter applications have been approved by the Organization Committee during recent months:

Canada

Essex Area Council, Miss Norma Arkles, 2629 Riverside Drive, West, Windsor, Ontario.

Nebraska

Midwest Reading Association, Dr. Harry W. Johnson, Department of Reading Improvement, University of Omaha, Omaha 1, Nebraska.

New Jersey

Belleville Council, Mrs. Clementine M. Lally, 287 Franklin Avenue, Belleville 9, New Jersey.

Central New Jersey Branch, Mrs. Alma C. Liotta, 17 East Spring Street, Somerville, New Jersey.

New York

Council of the Rockland County Teachers of Reading, Parley Rogers, Sherwood Drive, Nanuet, New York.

Ohio

Kettering Council of the IRA, Miss Mary Elizabeth Bell, 527 Far Hills Avenue, Apartment 2, Dayton, Ohio.

Ohio Council of IRA, Mrs. Lillian R. Hinds, 3885 Tyndall Road, University Heights, Ohio.

Canadian Meetings

The members of the KINGSTON READING ASSOCIATION gathered for their November meeting to observe a demonstration lesson in Reading, taught by Miss Iris Covey of Chicago from the Row, Peterson and Company. Miss Covey chose a group of third-grade pupils; and in her teaching stressed the importance of grouping according to the ability within the class. The response of the children was convincing evidence of the value derived from a healthy classroom atmosphere, from rapport between teacher and pupil, and from careful assignments of work thoughtfully chosen and sufficiently motivated.

In January, the METROPOLITAN TORONTO COUNCIL heard Dr. Paul McKee from Colorado State College speak at two sessions in the Jarvis Collegiate Institute. Dr. McKee's topics were: "From Listening to Reading" and "Developing Independence in Coping with Meaning Difficulties in Reading Matter." March proved

Aa Bb Cc Dd Ee Aa Bb Cc

Diagnostic and Remedial Teaching

Revised Edition

By Glenn Myers Blair

Offering new insights into the remedial teaching processes, this revised edition discusses thoroughly the problems of pupil disabilities on both the elementary and secondary school levels. Each section opens with techniques for diagnosing disabilities and concludes with concrete suggestions for remedial work and provides specific ways and means for implementing these suggestions. The book is supplemented by twelve pages of remedial activities and lists of films.

1956

416 pp.

\$5.00

Guiding Growth in Reading: In the Modern Elementary School

By Margaret McKim

"There is no doubt in my mind that in *Guiding Growth in Reading*, students, teachers, parents and administrators will be greatly stimulated and will find the answers to their problems".

— L. Reszke, North Avondale High School, Cincinnati

1955

528 pp.

\$5.25

The Art of Efficient Reading

By George D. Spache and Paul Conrad Berg

This handbook for reading improvement on an adult level is patterned on a unique, skill-by-skill approach. It offers an integrated program of self-evaluation, instruction and practice.

1955

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241 pp. without answers

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to be a busy month for the Council with meetings scheduled to include a panel discussion and reading workshops for grades 7 and 8. Mr. Fred Cooper, Inspector of Schools, Scarborough, was chairman of the panel which considered: "Are the methods and materials in our Reading programme suited to all the interests and abilities of our children?" Dr. Russell G. Stauffer, University of Delaware, led the workshop sessions.

On April 23, 1957, at 2:30 p.m., the METROPOLITAN TORONTO COUNCIL and O.E.A. will sponsor a meeting at which there will be a panel of three American and three Canadian reading authorities led by Dr. Albert Harris, Queens College, Flushing, New York. The meeting will be held in Convocation Hall at the University of Toronto.

The initial meeting of the NORTH YORK COUNCIL (Toronto) was held in September with Mr. Clare B. Routley, Department of Education, Parliament Buildings, Toronto, as the guest speaker. In November council member heard keynote addresses on two topics: "Grouping for Instruction in Reading" and "Word Analysis Skills and Comprehension Skills in Reading" The addresses were presented at four centers by Mr. D. Hammer, Inspector of Public Schools, East York; Miss Lee Dewart, Reading Consultant, Leaside; Mr. M. Holmes, Inspector of Public Schools, Forest Hills, Leaside; and Miss Jean Wheatley, Reading Consultant, Forest Hill.

The February meeting brought Dr. Russell Stauffer, University of Delaware, before the NORTH YORK COUN-

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CIL when he conducted directed basal reading lessons with a primary group and a junior high group at the Earl Haig Collegiate Institute. Dr. Helen Huus, University of Pennsylvania, delivered an address at the March meeting and conducted a workshop designed to meet the needs of students at the Junior High School level.

Meetings in the United States

Arkansas—Plans are being made for the Fourth Annual South Arkansas-North Louisiana Reading Conference sponsored by EL DORADO COUNCILS No. 1 and 2 and Southern State College, Magnolia, Arkansas. This conference will be held October 14 and 15, 1957, in El Dorado High School Auditorium with Dr. Gertrude Whipple of the Detroit Public Schools and Wayne University as consultant. Approximately 600 teachers of the Arkansas-Louisiana area are expected to attend.

California—Franz Hall on the U.C. L.A. campus was the meeting place for the CALIFORNIA ASSOCIATION FOR REMEDIAL TEACHING in December. Presentation of a panel discussion on the remedial program of the Santa Monica Unified School District followed an informal coffee hour. Mrs. Rosalie Waltz, Director of Guidance Services in the Santa Monica Schools, served as moderator and after outlining the policies of this work in Santa Monica, she introduced a panel of teachers who spoke on the following topics: Mrs. Edith Waterhouse, "Developing Word Attack Skills"; Mrs. Barbara Banner, "Stimulating and

Motivating Children to Reading"; Mrs. Margaret Paulation, "Integrating and Coordinating the Program Within the School, With the Junior High School, With Parents, and the Community"; Miss Rita Ahern, "Meeting Individual Language Skills Needs in the Group." Miss Margaret Shackleton and Dr. Daniel Graham explained the uses of the Reading Laboratory at the High School and City College levels. The question period following the panel discussion further brought out details of the functioning of this splendid remedial program.

Dr. David Russell, University of California, addressed the CENTRAL VALLEY COUNCIL at a luncheon meeting in December on "Similarities and Differences in Various Methods of Teaching Reading." The 75 people registered for the conference came from the Counties of San Joaquin, Stanislaus, Mariposa, Merced, Kings, Calaveras, Amador. A display of materials used at the Modesto Junior College was prepared by Lewis R. Sprietsma, President of the council. Another display of materials used in teaching reading was prepared by Mrs. Maude Edmonson.

To illustrate the activities used by teachers in teaching reading, three panel members discussed the various activities. Barbara Bower, reading consultant, Stockton, spoke on "Individual Activities in Learning to Read." Mrs. June Byers, fourth grade teacher from Burbank School, discussed "Whole Class Activities in Learning to Read." "Ideas on Small Group

Power and Speed in Reading

by DORIS WILCOX GILBERT, in charge
of the Adult Reading Improvement Program
University Extension,
University of California

The University Spelling Book

by THOMAS CLARK POLLOCK, Dean,
Washington Square College,
New York University
and WILLIAM D. BAKER, Michigan State
College

Basic Composition

by JACK SUBERMAN,
and HENRY ROSENBERG, North Carolina
State College

ORGANIZED AND DEVELOPED THROUGH many years of teaching and consulting, this manual is intended for organized classes, though it may be used independently when instruction is not available. Two sections include self-diagnostic preliminary and final tests, inventories and guides. Other sections include articles, exercises and tests arranged in a many-angled approach to keep classes rolling along at rapid tempo.

FEATURES: Thoroughly class tested—interesting, informative—adaptable. Instructions, keys, and suggestions for supplementary, out-of-class practice all under same cover.

246 pages, 8½" x 11" — Published 1956
Text list \$2.95

THIS BOOK CONTAINS AN AUTHORITATIVE list of words frequently misspelled by college freshmen—a list compiled by Dean Pollock after a 3-year study in which thousands of college teachers cooperated. It contains proofreading exercises, lists of frequently misspelled words in subject-matter fields, a chapter on homonyms, a section on mnemonics and spelling tests with established norms.

A unique feature is a chapter on spelling by sound, stressing the importance of hearing the letter combinations distinctly.

122 pages, 5½" x 8½" — Published 1955
Text list \$1.75

HERE IS A NEW APPROACH TO TEACHING basic composition that gives full consideration to students whose background in rhetoric is weak. Section I stresses the active process of writing, gives students principles for organizing paragraphs, includes model paragraphs. Section II turns to spelling and vocabulary problems and explains use of dictionary. Section III gives grammar principles in simple terms, offers practice drills, reviews previous chapters.

146 pages, 6" x 9" — Published 1956
Text list \$1.75

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Englewood Cliffs, New Jersey

Activities in Learning to Read" was the aspect presented by Mrs. Maude Edmonson, reading consultant and remedial teacher, Merced.

The February meeting of the CORONA COUNCIL featured Mrs. Grace Paxton, Supervisor of the Lower School at the California School for the Deaf at Riverside, as its guest speaker. A future meeting of the council will be centered about the work of the Sherman Institute, an Indian School at Riverside.

The SACRAMENTO STATE COLLEGE CHAPTER holds evening dinner meetings each month at which one aspect of reading is presented and discussed. An Annual Reading Conference is held at Sacramento State College. "A Balanced Developmental Reading Program" was the theme of Dr. Constance McCullough, who was the guest speaker at the first Annual Reading Conference held in March, 1956. The Second Annual Reading Conference was held in February, 1957. Dr. Mildred Dawson was the speaker on the topic of the conference, "Oral Reading." Symposiums led by the four discussants were held at the primary, intermediate, junior high, and high school levels.

Michigan—At its February meeting the MICHIGAN READING ASSOCIATION, an intermediate council, heard Dr. William S. Gray of the University of Chicago and Dr. Roma Gans of Teachers College, Columbia University. Dr. Gray and Dr. Gans spoke at a luncheon meeting for the statewide reading conference at the Kellogg Center at Michigan State University,

giving practical ways of improving reading instruction. The small group meetings in the afternoon discussed the implications for classroom action. At the dinner meeting, Dr. Gray presented the subject: "The Teaching of Reading: A World View" which was broadcast from 7:00 to 8:00 p.m.

On Friday, March 1, at the noon luncheon, Dr. Roma Gans spoke on the subject of "Literature as a Contribution to Child Development."

Minnesota—Growth of the MINNESOTA READING ASSOCIATION has been startling and encouraging beyond the hopes of any of its leaders. The roster now includes 131 paid members representing every area of the state. Several offers were made for sponsorship of the Spring meeting which was tentatively set for either March 30 or April 6 at either the University of Minnesota or St. Cloud Teachers College. In both cases, local funds were volunteered to defray the expenses of a nationally recognized speaker in the field of reading.

The Association is fortunate to have affiliated with it two promising local reading groups. The older of these, the Suburban Remedial Reading Group, organized in April, 1954, attracts interested members from the environs of the Twin Cities. Formerly the group met five or six times a year but more recently it has been meeting each month at one of the eleven schools represented. During January the Arrowhead Chapter of the MINNESOTA READING ASSOCIATION was initiated, attracting 40 members from the vicinity of Duluth.



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Buttons at the Soap Box Derby	Grade 3 1.68

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Nebraska—The CENTRAL NEBRASKA COUNCIL has formulated plans for a spring conference to take place on the campus of the Nebraska State Teachers College on April 6. The theme will be "Let's Get Down to Cases." A panel of members will discuss reading cases at grade levels ranging from kindergarten through high school. Dr. Earle Wiltes, superintendent of schools at Grand Island, Nebraska, will be the luncheon speaker.

New Jersey—The officers of the recently affiliated SUBURBAN COUNCIL are: Edna Hensel, president; Frank Ramsey, vice-president; Rosa Hagin, secretary; and Bette N. Bretthauer, treasurer. Dr. George W. Hayward, assistant superintendent of schools in East Orange, addressed the first meeting of the new council. He discussed "Reinforcing the Reading Program." The January meeting of the SUBURBAN COUNCIL was held at the Grace Wilday School in Roselle with Dr. Jeanne Chall of the College of the City of New York as speaker.

The February program of the CENTRAL NEW JERSEY BRANCH included a talk by Adaline Hagaman on "New Materials" at the Somerset County Superintendent's Office. On April 8, the council will hear Mrs. Florence Sutphin describe the teaching of reading in Turkey. Mrs. Sutphin is a member of the CENTRAL NEW JERSEY BRANCH and spent last year teaching in Turkey. Her talk will be illustrated by slides which she took in that country.

New York—In January the ALBANY CITY AREA READING COUNCIL planned a panel discussion related to four articles which appeared in the December issue of THE READING TEACHER. "Creating a Challenging Classroom Environment" was the article selected by Mrs. Margaret Talcott of the Delmar Elementary School; Mrs. Margaret Edgerton, Supervisor of Kindergarten-Primary Grades in the Albany Public Schools, spoke about "Organizing Reading in the Elementary Grades"; Miss Doris Barrett, Supervisor of English at Columbia High School, discussed "The 'New Deal' in the Content Fields"; and Miss Anne Loucks, Librarian at the Hackett Junior High School, talked about "Guiding Reading in Science." Mr. Earl Flatt, Instructor of Reading at the N. Y. S. Teachers College in Albany served as chairman of the panel.

The October meeting of the NASAU READING COUNCIL featured a talk on "Interpreting the Reading Program to Parents," by Miss Christine Gilbert, Coordinator of School-Community Relations, Manhasset. Their second meeting scheduled for February presented skits by teachers from the Wantagh and Hicksville School Systems depicting problems commonly associated with the teaching of reading. These were followed by small group discussions of the issues raised by the presentations.

More than three hundred members of the QUEENS BOROUGH COUNCIL FOR READING had an opportunity to hear Dr. William S. Gray of the Uni-

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versity of Chicago speak on the topic "Basic Reading Abilities and Skills Needed for Our Times" at the December meeting. Dr. Gray accompanied his talk with diagrammatic colored slides to illustrate the high points. Questions from the audience covered such topics as: the effect on reading of television, the individualized reading program as an approach to reading, and others.

Two hundred teachers attended the January meeting of the STATEN ISLAND READING ASSOCIATION which was devoted to Challenging Problems in Reading. The speakers who were all principals of Staten Island elementary schools included: Eucharis Muligan, Jacob Steinfeld, Leo Meltzer, Augusta Marcus, Michael Romano, and Charles Finkensieper. In February, at the Third Annual Dinner Meeting Dr. Nancy Larrick, President of the International Reading Association, addressed the group on the topic, "Children, Television, and Books."

The February meeting of the WESTCHESTER READING COUNCIL was a joint meeting with the Armonk Parent School Group in the Armonk Schools. Miss Eleanor Johnson, Editor-in-Chief of MY WEEKLY READER, spoke on "The Role of the Parent in the Reading Program."

The last meeting of the year for the WESTCHESTER COUNCIL will take place on May 2 at the White Plains High School in White Plains. The council has been invited by the Westchester County Teachers Association to give its program as a section of the Annual County Conference program.

The membership of the WESTCHESTER READING COUNCIL, which includes all schools of Westchester County, has more than doubled this year.

Ohio—Eleven members of the KENT CHAPTER attended the OHIO IRA meeting at Columbus on November 30 and December 1. Four of the members served in leadership roles at this conference. In January Dr. Olive Woodruff, Kent State University, presented a summarization of salient points on Maturation as Related to Learning. A talk, "Enriching Experiences in Art" by Miss Thelma Hyland, Kent State University, provided the February program for the Chapter. In March the KENT CHAPTER heard Miss Edith Keller, Supervisor of Music, Ohio State Department of Education, talk about Enriching Experiences in Music. Miss Geneva Travis, Librarian, Kent State University School, presented "Ways of Providing for Individual Differences Through Literature." Illustrated travel slides made by Miss Beatrice Wolf, member of KENT STATE CHAPTER, teacher, and world traveler, will be the feature of the April 5th meeting. On May 3rd there will be a dinner meeting at which time the group will evaluate the work of the past year and look forward to the future.

The first meeting of the KETTERING ASSOCIATION was held in March as a luncheon meeting in the Van Cleve Hotel of Dayton. A discussion pointing up local reading problems and reading interests followed.

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ING COUNCIL held an election of officers in December, the following persons were elected to serve for 1957: Mrs. Louise Wilson, president; Mrs. Elta McMahon, vice-president and program chairman; Mrs. Rita Owens, secretary; Mrs. Helen Park, treasurer; and Mrs. Violet Getzy, membership and publicity chairman.

Pennsylvania—The ERIE COUNCIL and the Special Education Department of the School District of the City of Erie sponsored a morning and afternoon meeting in October at which Miss Dorothy E. Cook, Supervisor of Elementary Education of New York State, was the speaker. In January the group met for a discussion of Sagamore, Syracuse University's Summer Reading Camp, led by Howard E. Rose, president of the ERIE COUNCIL.

The GERALD A. YOAKAM COUNCIL heard Mrs. Ivy Willis at its November meeting. Her topic was "Parents and the Reading Program." Following her talk the audience divided into four groups with the suggestion that each group discuss and formulate some specific ideas regarding the following: What can parents do to help the children's reading? What do parents need to know about the teaching of reading? How can we best gain the cooperation of parents? and What methods are useful in providing information to parents?

A dinner-meeting was held in January by the G. A. Y. COUNCIL with Dr. Helen B. Knipp, reading specialist of the Baldwin-Whitehall Public Schools,

as the speaker on the subject of: "Classroom Organization for the Improvement of Reading"

Rhode Island—Teachers and administrators from Rhode Island, Massachusetts, and Connecticut attended the first meeting of the newly organized SOUTHERN NEW ENGLAND COUNCIL of the I.R.A. at the University of Rhode Island in December. Dr. Albert Harris, director of the Education Clinic and Professor of Education at Queens College, Flushing, New York, was the keynote speaker. Following "buzz sessions" questions were presented to Dr. Harris and to Dr. Mary C. Austin, Harvard Graduate School of Education, by the moderators of the groups. Officers of the new council are: Miss Ruth E. Riley of Cranston, R. I., president; Dr. Robert C. Aukerman, University of Rhode Island, first vice president; Miss Letitia Burnley, North Scituate, R. I., second vice president; Mrs. Lucy Ritchie of Cranston, recording secretary; Mrs. Esther Grove of North Kingston, R. I., corresponding secretary; and Miss K. Claire King of Providence, R. I., treasurer.

Councils which have not been approved are urged to complete all details of affiliation with IRA as soon as possible.

Has your council selected delegates to attend the Assembly meeting in New York May 10?

Dr. Albert J. Harris, IRA Conference Manager
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Program Highlights: 2nd Annual Conference

International Reading Association

May 10 and 11, Hotel New Yorker, New York City

Theme: READING IN ACTION

Thursday, May 9 7 p.m. to 10 p.m. Registration

Friday, May 10 8:00 a.m. Registration
9:30 a.m. General Session
2:00 p.m. Section Meetings, DEVELOPING ONGOING
INTEREST IN READING
4:30 p.m. Reception
8:00 p.m. General Assembly (Business Meeting)

Saturday, May 11 9:30 a.m. Section Meetings, BUILDING BETTER BASIC
READING SKILLS
12:15 p.m. Luncheon, CREATING BOOKS FOR CHILDREN
2:30 p.m. Section Meetings, THE READING PROGRAM
IN ACTION: DEMONSTRATIONS, DISCUS-
SION AND EVALUATION

Exhibits Friday, 8 a.m. to 6 p.m.; Saturday, 8:30 a.m. to 2:30 p.m.

All meetings will be at the Hotel New Yorker except the First General Session which will be at Manhattan Center, next to the Hotel New Yorker.

Friday, May 10, 9:30 a.m., General Session

Welcome, William Jansen, Superintendent of Schools, New York City

Reading in the Present-Day Communications Revolution, Lester Asheim, Dean, Graduate Library School, University of Chicago

Reading, Thinking and Learning, Irving Lorge, Teachers College, Columbia University

Friday, May 10, 2:00 p.m., Section Meetings DEVELOPING ONGOING INTEREST IN READING

IN THE PRIMARY GRADES, Chairman: C. B. Routley, Asst. Supt. of Schools, Province of Ontario, Canada

Through Stories and Poetry, Leland Jacobs, Teachers College, Columbia University

Through Locally-Prepared Materials, Althea Beery, Elementary Supervisor, Cincinnati, Ohio

Discussant: Mary Elizabeth Bell, Kettering, Ohio

REGISTER IN ADVANCE

To avoid delay at the conference, register in advance by using the coupon on top of page 256 and sending it with your registration fee to Dr. Albert J. Harris, IRA Conference Manager, Queens College, Flushing 67, New York. Copies of the flyer announcing the conference program may be obtained from Dr. Harris at the same address.

IN THE INTERMEDIATE GRADES, Chairman: Helen Huus, School of Education, University of Pennsylvania

What We Know About Children's Reading Interests, Herbert C. Rudman, Michigan State University, East Lansing

Using Interest in Science as a Springboard to Further Reading, Glenn Blough, University of Maryland

Discussants: Helen Perdue, School Librarian, Dundalk, Md.; Beatrice Hurley, New York University

IN JUNIOR HIGH SCHOOL, Chairman: Nancy Young, New York City Board of Education

The Changing Interests of Junior High School Students, John DeBoer, University of Illinois

Developing a Reading Program That Will Meet These Interests, Dwight Burton, Florida State University, Tallahassee

Discussants: Joseph C. Gainsburg, New York City; Helen Stiles, Gouverneur, N. Y.

IN SENIOR HIGH SCHOOL, Chairman: Elizabeth A. Simpson, Illinois Institute of Technology, Chicago

Mass Media and the Reading Interests of High School Youth, Charles G. Speigler, Food Trades Vocational High School, New York City

Locating and Introducing High-Interest Reading Materials, Olive Niles, Springfield, Mass.; Helen Bennett, Harrison, N. Y.

FROM KINDERGARTEN THROUGH HIGH SCHOOL (FOR ADMINISTRATORS AND SUPERVISORS), Chairman, LaVerne Strong, Connecticut State Department of Education

How to Encourage Continuity of Interest Development Throughout a School System, Leonard J. Savignano, Northeastern University, Boston

Providing for Schoolwide Selection, Organization and Use of High-Interest Materials, Russell Diener, Kent State University, Ohio; Lillian Batchelor, Philadelphia Board of Education; Edna Horrocks, Cleveland Board of Education

IN COLLEGE, Chairman: Marvin Glock, Cornell University

Developing Interest in Extensive Reading, Martha Gesling Weber, Bowling Green State University, Bowling Green, Ohio

Capitalizing on TV and Movie Interests, Patrick D. Hazard, State Teachers College, Trenton, N. J.

Discussant: Samuel Weingarten, Chicago Junior College

IN REMEDIAL TEACHING, Chairman: Helen M. Robinson, University of Chicago

The Place of Interests in Remedial Teaching, Jack Lichtenstein, Cleveland Heights, Ohio

Locating, Introducing and Using Easy-to-Read Materials, Jeanne Chall, City College of New York

Discussants: Viola T. Mays, Indianapolis Public Schools; George Bond, State Teachers College, New Paltz, N. Y.

THROUGH RESEARCH, Chairman: George D. Spache, University of Florida, Gainesville

Research Report: Effects of Introducing an Individualized Reading Approach by Student Teachers, Sam F. Duker, Brooklyn College, New York City

Discussants: To be announced

GIFTED CHILDREN AND THEIR READING

Joint Meeting with American Association for Gifted Children

Chairman: Harold Clark, President, AA GC

Identifying the Gifted, T. W. Martin, Department of Education, Toronto, Canada

Challenging the Interests and Capacities of the Gifted, Paul Witty, Northwestern University, Evanston, Ill.

Discussants: Florence Brumbaugh, Hunter College Elementary School, New York; Jack Kough, Science Research Associates

EVALUATING AND SELECTING BOOKS FOR CHILDREN'S INTERESTS

Evaluating Books for Children, May Hill Arbuthnot, author of "Children and Books"

Recent Trends in Children's Reading Choices, Iris Vinton, Boys' Clubs of America; William D. Boutwell, Teen-Age Book Club; Claudia Lewis, Bank Street College of Education

Saturday, May 11, 9:30 a.m., Section Meetings

BUILDING MORE EFFECTIVE READING SKILLS

IN THE PRIMARY GRADES

Uses and Abuses of the Readiness Concept, Selma Herr, University of Southern California, Los Angeles

Laying the Foundations for Word Recognition, William S. Gray, University of Chicago

Laying the Foundations for Meaningful Reading, Margaret McKim, University of Cincinnati

IN THE INTERMEDIATE GRADES

How the Classroom Teacher Can Locate a Child's Underdeveloped Skills, Russell Stauffer, University of Delaware

Organizing the Class for Effective Development of Basic Skills, Mary C. Austin, Harvard University

Ways and Means of Developing Basic Skills, Josephine Wolfe, Gary, Indiana

IN THE JUNIOR HIGH SCHOOL

Reading Needs of Junior High School Students, Nila B. Smith, New York University

Procedures to Implement These Needs, A. Sterl Artley, University of Missouri

Materials to Implement These Needs, Marion Anderson, Editor, Ginn and Co., Boston

IN THE SENIOR HIGH SCHOOL

Building Reading Skills in High School, Gwen Horsman, Detroit Board of Education

Enlisting Faculty-wide Cooperation for Improvement of Reading Skills in High School, Marshall Covert, Highland Park, Illinois

Discussants: Walter G. Patterson, Needham, Mass.; Margaret Early, Syracuse University

FROM KINDERGARTEN THROUGH HIGH SCHOOL (FOR ADMINISTRATORS AND SUPERVISORS)

How Can We Maintain Continuity in the Teaching of Skills?, Donald D. Durrell, Boston University

The New York City Plan, William H. Bristow, New York City Board of Education

The Detroit Plan, Gertrude Whipple, Detroit Board of Education

Discussants: John Van Loon, Hamilton, Ontario; Belina Meeker, Highland Park Schools, Dallas, Texas

IN COLLEGE

Meeting the Needs of College Students for Help in the Basic Skills, Phillip Shaw, Brooklyn College, New York City

How Can We Help Students Develop Critical Reading of Textbooks and Resource Materials?, Agatha Townsend, Educational Records Bureau

Discussant: Dorothy K. Bracken, Southern Methodist University, Dallas, Texas

IN REMEDIAL TEACHING

What Types of Remedial Programs Are Proving Most Successful?, Arthur Gates, Teachers College, Columbia University

Using Clinical Services in the Remedial Program, Emmett A. Betts, Director, Betts Reading Clinic

Discussants: Sister Mary Nila, Boston; Lillian R. Hinds, Euclid, Ohio

THROUGH RESEARCH

Research Report: Listening Comprehension, Jack Carr, Junior League Reading Center, University of Chattanooga, Chattanooga, Tennessee

Discussants: Arthur Traxler, Educational Records Bureau, New York City; Hollis Leverett, American Optical Co., Southbridge, Mass.

READING IN THE LANGUAGE ARTS PROGRAM

Chairman: Helen K. Mackintosh, Chief, Elementary Schools Section, U. S. Office of Education; President, National Council of Teachers of English

Developing Reading Skills as Part of the Total Language Arts Program, Ruth Strickland, Indiana University

Creative Writing and the Teaching of Reading, Casmer Miller, Detroit Public Schools

Spelling and the Development of Reading Skills, Margaret Parke, Brooklyn College, New York City

THE READING PROGRAM FOR CHILDREN OF RETARDED MENTAL DEVELOPMENT

Chairman: Katherine Lynch, New York City Board of Education

Speakers to be announced

Saturday, May 11, 12:30 p.m., Luncheon

CREATING BOOKS FOR CHILDREN

Nancy Larrick, chairman; Lynd Ward, illustrator; May McNeer, author; Catherine Peare, author.

Saturday, May 11, 2:30 p.m., Section Meetings

THE READING PROGRAM IN ACTION: DEMONSTRATIONS, DISCUSSION AND EVALUATION

INDIVIDUALIZED READING: A PROGRAM OF SEEKING, SELF-SELECTION AND PACING

Chairman: Alice Miel, Teachers College, Columbia University

The Individualized Reading Program, May Lazar, New York City Board of Education

The Program in Action, Percy Bruce, Principal, Roslyn, N. Y.

TEEN-AGERS SPEAK FRANKLY ABOUT THE READING PROGRAM, *Chairman:* Ruth Strang, Teachers College, Columbia University.

Panel of Teen-Age Students

STORYTELLING AND CREATIVE DRAMATICS AS AIDS IN THE TEACHING OF READING

Chairman: Dorothy Cadwallader, Elementary Principal, Trenton, N. J.

Demonstration with Fifth Grade Class, Phyllis Fenner, former school librarian

Panel Discussion

HOW TO PLAN EFFECTIVE PTA PROGRAMS ON THE TEACHING OF READING

Joint Meeting with the National Congress of Parents and Teachers

Chairman: Ruth Gagliardo, Vice-President Region V, National Congress of Parents and Teachers

Books in Action, Annis Duff, author of "Bequest of Wings"

The P.T.A. in Action, Mrs. Aaron Margulis, Chairman of Reading and Library Service, National Congress of Parents and Teachers

The P.T.A. in Relation to the School, Jordan L. Larson, Superintendent of Schools, Mount Vernon, N. Y.

Reading and the P.T.A. Program — Let's Be Specific, Panel discussion

HOW CAN WE GIVE TEACHERS BETTER PREPARATION FOR THE TEACHING OF READING?

Chairman: James M. McCallister, Former Dean, Chicago Junior College, Wilson Branch

What Are the Needs? Constance Burns, Board of Education, Fairfield, Conn.

Plans to Provide Better Teacher Preparation, Robert Karlin, New York University

ACTION RESEARCH IN THE CLASSROOM CONCERNING CHILDREN'S READING

Chairman: Alvina T. Burrows, School of Education, New York University; Chairman, Elementary Section, National Council of Teachers of English

Presentation: William E. Bennett, Teachers College of Connecticut, New Britain

Discussants: To be announced

DIAGNOSTIC PROCEDURES IN REMEDIAL TEACHING

Case Presentation: Ralph C. Preston, Director, Reading Clinic, School of Education, University of Pennsylvania

Interrogators: Frederick L. Westover, University of Alabama; Winfield Scott, New Haven State Teachers College; Florence Roswell, City College of New York

• • •

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A Basic Book Collection for Elementary Grades. Sixth Edition. 1956. 133 pages. \$2.00. American Library Association, 50 E. Huron St. Chicago, Ill.

A Basic Book Collection for Junior High Schools. Second Edition. 1956. 127 pages. \$2.00. American Library Association, 50 E. Huron Street, Chicago, Ill.

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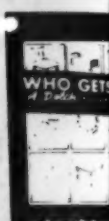
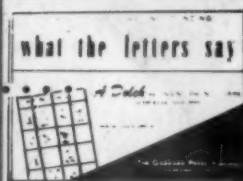
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